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ABSTRACT

Two major questions were researched: (1) Does the environment of a school as perceived by its students relate to the organizational climate of the school as perceived by its faculty? and (2) Do certain components of the educational institution (organization, program, human resources, and material resources) relate to faculty perception of organizational climate as well as to student perception of environmental press? The sample included 595 staff members and 888 students from 18 public secondary schools in Indiana. Included in the document are a bibliography, copies of the questionnaires, and appendixes containing data report forms and information about the schools' characteristics. (Author/MLF)

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Environmental Press as Perceived by High School Students and Its Relationship to Organizational Climate

William R. Wright

Wabash Valley Education Center
500 By-Pass 52 West
West Lafayette, Indiana
47906

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ENVIRONMENTAL PRESS AS PERCEIVED BY HIGH SCHOOL STUDENTS AND ITS RELATIONSHIP TO ORGANIZATIONAL CLIMATE

A Thesis
Submitted to the Faculty
of
Purdue University
by
William Ronald Wright
In Partial Fulfillment of the
Requirements for the Degree
of
Doctor of Philosophy
January 1970

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ABSTRACT

Wright, William Ronald. Ph.D., Purdue University, January 1970. Environmental Press as Perceived by High School Students and Its Relationship to Organizational Climate. Major Professor: Norbert J. Nelson.

Two major problems were researched: (1) whether the environment of a school as perceived by its students relates to the organizational climate of a school as perceived by its faculty; and (2) whether certain components of the educational institution (organization, program, human resources and material resources) relate to faculty perception of organizational climate and to student perception of environmental press. The research rationale for the study involves concepts subsumed from the Logical Structure Theory (LST). The theory identifies the component parts of the school, and notes interactions among the parts as well as the forces that may impinge upon or influence it.

The population for the study consisted of principals, teachers, ancillary personnel and students from public secondary schools in 22 counties in northwest-central Indiana. The sample included 595 staff members and 888 students from 18 schools in 17 school corporations.

Instruments used to gather data were: (1) the Organizational Climate Description Questionnaire (OCDQ),

completed by the professional staffs of the cooperating schools; (2) the *High School Press Index* (HSPI), completed by a student sample from each school; and, (3) the *Judges Rating Scale* (JRS), completed by five selected and trained judges. Supplementary information about each school was obtained from the *Principals Data Report Form* and from a tape-recorded structured interview with the principal of each cooperating school. This information was used by the judges in their preparation for completing the JRS.

The Pearson Product-Moment Correlation Procedure was used to test the relationship between (1) environmental press and organizational climate and (2) the selected components of the LST and the two perceptions of school environment. A $p<.10$ was arbitrarily deemed an acceptable level of significance for the correlation coefficient. Univariate and multivariate regression analysis procedures were used to determine the predictive capabilities of the OCDQ and HSPI for the sample studied. Analysis of variance tested the hypothesis that a relationship existed between student perception of environmental press by grade level within the same school and between different schools.

Data analyses indicated that student and faculty perceptions of the school environment correlated ($r = -.37$, $\alpha = .10$). For the population, with a known OCDQ score, the regression equation $\tilde{Y}_1 = .4679X + 9.4$ can be used to predict a press score. When the press score is known, the

equation $\tilde{Y}_2 = -.2967X + 30.07631$ can be used to predict a climate score. When testing the relationship between the organization, program, human resources and material resources components respectively, and climate, only organization correlated significantly with climate. None of the components correlated significantly with press. The regression analysis applied to these relationships provided no meaningful prediction equations. The tests made to determine if students at different grade levels, in the same school and in different schools, perceived environmental press similarly verified, in both cases, that they did.

The major implications of the study are: (1) that where conditions of an "open" climate are made to operate for the faculty the result may be a "high" press on students; and, (2) that some modification of the concepts, hypotheses and/or quantification of the LST components assessed in this study should be made if they are to provide the educator with a source of variables that intervene to shape the environmental setting.

CHAPTER I

INTRODUCTION

There is today much interest among educators in expanding their understanding of how the environment in schools relates to their task. Of special concern is that aspect of ecology that deals with social climate, particularly that which is described as organizational climate. Educators are interested in studying the interaction of a person with his environment in order to better understand the behavior of individuals in formal organizations.

During the past several years, numerous studies were made of organizational climate in elementary schools and secondary schools. As early as the 1950's, studies were made of the academic environment of institutions of higher education. These studies, which stemmed from an interest in ecology, yielded some interesting and valuable data. These studies generally focused on only one facet or another of the human interaction in an institution. They dealt with perceptions of an institution's environment by either students or faculty. None of them, however, dealt with the relationship between the perceptions of both groups from the same school or institution.

This study is designed to deal with the perceptions of both groups and, in addition, to assess selected mediating variables to ascertain if they are related to the perceptions that students and teachers have of their environment.

The basic purpose for the existence of a school is to serve as a vehicle for the education of students. To improve education, then, is to improve the school. Students are the focal point around which everything in education revolves. It is apparent that the influences on the school's ability to educate its clientele are important and need to be studied. Some factors may be considered more significant than others. Certainly, the quality of a teacher's professional preparation and experience and the facilities of the school are most important. Other factors such as teacher salaries, school policies, community support and configuration, parental expectations, and the composition of the student body merit consideration.

This study is predicated on the additional notion that interactions between and among faculty and students also affect the education that a high school provides. The present study is an attempt to assess this notion by utilizing and extending the approaches used in the studies of organizational climate of schools and environmental press in order to better understand these interactions and their relationship to the environment of American public schools.

Statement of the Problem

This study was designed to ascertain whether any evidence could be found to support the notion that a school environment, as perceived by students, relates to the climate of a school as perceived by its teachers, its principal and staff.

An attendant activity was to ascertain whether certain components of the educational institution (Program, Organization, Human Resources and Material Resources) relate: (1) to the perception of organizational climate by teacher and principal, or (2) student perception of environmental press, or (3) both.

More specifically, a measure of environmental press is adapted from an existing model and utilized with a measure of organizational climate in a public school setting to:

1. describe the environmental press as perceived by students;
2. describe the organizational climate as perceived by teachers, the principal and the staff;
3. relate the characterization of environmental press to organizational climate; and,
4. relate the factors of program, organization, and human and material resources to organizational climate or environmental press or both.

Essentially, the study, using a sample from public secondary schools, is an attempt to describe organizational climate, environmental press and the relationship between the two.

Definition of Terms

For the purposes of this study, the following terms are defined below:

Organizational Climate - refers to the character of a school as perceived by its teachers, its principal and staff. Organizational Climate is to the organization what personality is to the individual.[1]

Environmental Press - refers to the specific environmental press of a school as perceived by its students. Press is inferred from the typical ways an individual responds to specific situations in an environmental context which are restrictive, controlled, conformity oriented, dictatorial or autocratic in nature, practice, or intent. Press, then, can be considered as the unique attributes of a particular environment in terms of the frustrations and limitations imposed upon the individual's progress toward the development of an integrated and adjusted self. Thus, an individual perceives press as demands, punishments, or an impediment to the satisfaction of particular needs at a particular time.[2]

---

[1] Andrew W. Halpin and Don B. Croft, The Organizational Climate of Schools, (Chicago: University of Chicago, 1963), p. 1.

[2] Edwin L. Herr, "Field Theory and Differential Press: Implications for Counseling," Personnel and Guidance Journal (February, 1965) XLIII, 586.

Principal - that person designated by the local board of education to act as the administrator for a specific building.

Teacher - any person who has completed a professional curriculum in teacher education at an institution of higher education and whose training has been officially recognized by the issuance of an appropriate teaching certificate, and who is under contract to a school corporation.

Student - any person who is enrolled in any program of a public secondary school and who meets the minimum enrollment requirements established by the state and local board of education for classification as a student in a public secondary school.

Public Secondary School - any school having grades nine through twelve inclusive, or any school having grades ten through twelve.

Perception - the awareness of oneself and the elements of one's environment. The structure of a person's behavior, in which he utilizes his present needs and wishes and his prior experiences to interpret the varied stimuli in his environment, forms an act of perceiving.[3]

Logical Structure Theory - a systematic arrangement of the parts of the educational phenomenon that provides a model which serves as a frame of reference for the identification, isolation, and explanation of school problems and issues.[4]

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[3] Alice Crow, An Outline of Educational Psychology (Paterson, New Jersey: Littlefield, Adams & Co., 1956), p. 150.

Program - refers to those broad areas of emphasis in the schools' plans designed to achieve the ideals of American education. The broad areas of emphasis are: general education, exploratory education, vocational education, enrichment education, and special education.

Organization - refers to a description or representation of the relationships among individuals such that the purposes of the school can be realized. Organization is an arrangement or framework within which school superintendents, principals, teachers, students, and the noncertificated staff perform the activities of the school.

Human Resources - refers to the people who both individually and collectively constitute the human element of the school.

Material Resources - refers to the things necessary to conduct the educational process. They include the physical plant, instructional materials, equipment, and supplies.

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[4] Norbert J. Nelson, "The Logical Structure Theory," Mimeograph Document (Purdue University, Lafayette, Indiana), April 1962.

Hypotheses

The concerned school administrator needs to raise this question: What kind of environment should the school have to achieve the objectives of public education? He will find much testimony that considers the optimum environment for the achievement of public education objectives; an environment that is energetic, viable, and that provides fulfillment for the social needs of staff and student. It is common knowledge that this kind of environment requires: (1) a well-qualified staff; (2) appropriate and sufficient instructional materials and resources; and (3) a well-rounded program of studies. An effective administration provides the operational structure.

This question and responses to it are the subject of the hypotheses presented in this study. The research hypotheses are concerned with the relationship between faculty perception of school environment (its organizational climate in terms of openness or closedness)[5] and student perception of environmental press. In addition, the research hypotheses consider the relationships between selected components of the Logical Structure Theory[6], teacher perception of environment and student perception of environment. A relationship between openness or closedness of school climate as perceived by teachers, and the students' perception of environmental press, was hypothesized. A relationship was hypothesized between the Logical Structure Theory components of: (1) program; (2) organization; (3) material resources; (4) human resources, and the way in which teachers and students, as groups, perceived the environment.

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[5] Andrew W. Halpin, Theory and Research in Administration (New York: Macmillan Co., 1966), pp. 174-181.

[6] Nelson, op. cit.

The research hypotheses formulated in this study were stated in the form of the literary alternative. This type of hypothesis is a form that states the hypothesis that will be accepted if the null hypothesis related to it is rejected. The research hypotheses were as follows:

1. There is a relationship between teachers' perceptions of the openness or closedness of organizational climate and students' perception of environmental press.
2. Schools receiving a high rating on each of the Logical Structure Theory components (Organization, Program, Human Resources, and Material Resources), taken independently, have a more open climate than those schools receiving a low rating on each component taken independently.
3. Schools receiving a low rating on each of the Logical Structure Theory components (Organization, Program, Human Resources, and Material Resources), taken independently, have a more closed climate than those schools receiving a high rating on each of the components taken independently.
4. Schools with a high rating on each of the Logical Structure Theory components (Organization, Program, Human Resources, and Material Resources), taken independently, are perceived by students as schools of low press.

5. Schools rated low on each of the Logical Structure Theory components (Organization, Program, Human Resources, and Material Resources), taken independently, are perceived by students as schools of high press.

6. There is a relationship between grade levels (ninth through twelfth) of student perception of environmental press within schools and between schools.

Rationale

Interaction is inevitable between the various units of an organization or institution and those individuals working in it or with it. Problems and issues constantly confront the organization and its members. If these problems and issues are to be resolved, their contexts need to be clarified in some systematic manner. Clarification, then, calls for the development of a broad fundamental structure that would provide those who are responsible with a means for deriving relations, solving problems and making decisions. A conceptual framework which sets forth the dimensions of the organization is needed if organizational members are to discharge their responsibilities systematically.

A conceptual schematic has been developed by Nelson[7] which clearly portrays the fundamental structure of an educational institution. The schematic depicts what Nelson calls The Logical Structure Theory. He notes that the Logical Structure Theory "is a vehicle that systematically arranges the parts of the educational phenomenon, thus, providing the model that serves as a frame of reference for the identification, isolation, and explanation of problems and issues."[8] Nelson indicates that in the development of a theory there are certain assumptions that must be made if a model is to be meaningful. His basic assumption is that there is a logical structure into which the component units of education can be uniformly arranged. With this arrangement, then, the relationships among component parts may be made clear. Nelson lists seven other assumptions which are attendant to the basic assumption. They are:

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[7] Ibid.

> 1. Grasping the structure of a system (and systems within systems) is understanding it in a way that permits many other things to be related to it meaningfully.
> 2. Stresses and strains calling for a response are imposed on structure by societal forces (cultural, political and economic) and personal forces (ethos, values and interests).
> 3. Input in structure at any point caused by external or internal forces is a stimulus that ultimately bears to a greater or lesser degree on all facets of the structure.
> 4. Favorable structural balance may be threatened where there is a lag or an overcompensation in response to forces being exerted.
> 5. Change factors in a complex, dynamic society create climates that disrupt structural norms and institutional equilibrium.

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[8] Ibid., p. 1.

6. Because of different personality characteristics, power competitions, and conceptions among members within a system the potential for tension and conflict pose [sic] a constant threat to the state of equilibrium of the structure.
7. Disturbances on the structure (whether internally or externally imposed) may result in a condition where the within response is to resist, counter, rationalize, or accommodate the disturbance.[9]

Figure 1.1 represents Nelson's map of the domain described by the Logical Structure Theory. It shows the educational institution (the school) to be an open system which interacts with its environment. The external forces which impose pressures upon the school, its organization, members and climate, are identified around the box which represents the school. The forces that may impinge upon or influence the structure are represented by the boxes labeled social forces (cultural, political, and economic) and personal forces (values, interests, and ethos). Other forces that affect the structure are those which make up society -- the culture and the people. Progress through the model commences on the left with the inputs being the product of culture and people, from which are derived organizational commitment, role and purposes, as well as the remaining system components which influence outcomes. Outcomes, then, as outputs, are those things acquired by the students which would not otherwise have been acquired without the formal experience.

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[9] Ibid., p. 2.

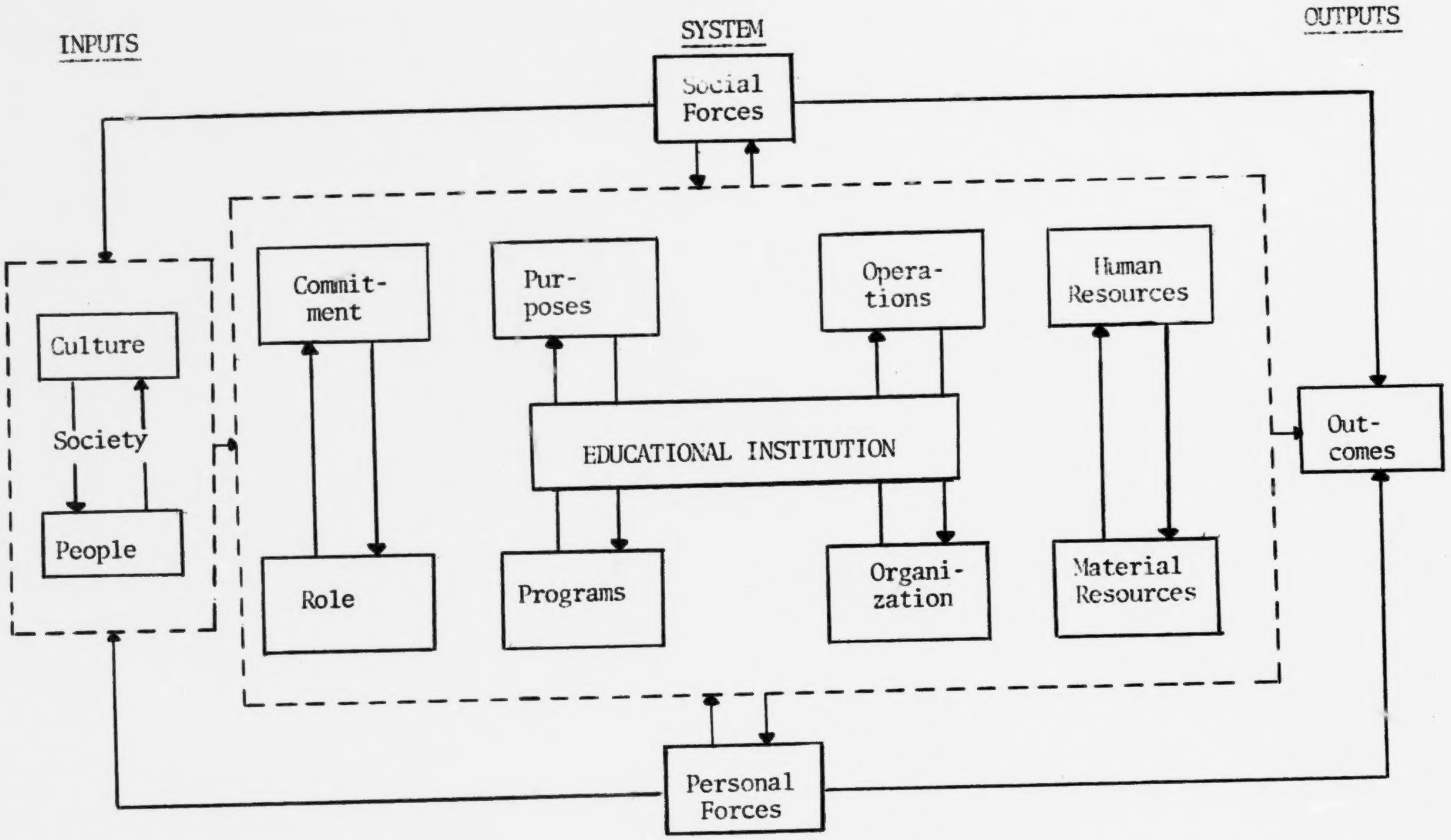

Figure 1.1. A General Systems Model That Depicts the School as A Societal Institution. Schematic of the Logical Structure Theory.

The following are brief descriptions of each of the components within the Logical Structure Theory as given in a volume by Johnson and others.[10]

> Commitment. The school in our society has three basic commitments. The first of these is universality of education. With compulsory education laws we have almost realized this commitment. The second commitment is equality of opportunity. If we practice our theme of democracy, then the school should provide a program that provides equality of opportunity for all. Every student, regardless of individual differences, should be provided with an equal opportunity to develop himself. The third commitment is liberation. If the educational program is successful, it provides the student with the tools needed to improve his status within our society.
>
> Role. The school may assume a posture which emphasizes one or a combination of three potential roles. These roles are: reproduction - to maintain the school in the traditions and heritage of the past; readjustment - to alter the program of the school as is seen fit by society; reconstruction - to utilize the school as a vehicle for changing the society.
>
> Purposes. Education seeks to satisfy normative and psychological needs of students. The normative needs of students are knowledge, understanding of alternatives, value judgments and productive capability. The psychological needs are status, recognition, security, and participation.
>
> Programs.* The broad areas of emphasis in education which are provided by the school are: general education, exploratory education, vocational education, enrichment education, and special education.

---

[10] Jim Johnson, et al., Introduction to the Foundations of American Education (Dubuque, Iowa: William C. Brown Book Co.), 1966.

* An expanded discussion of this component can be found in Appendix A, section IV.

Operations. The school functions within set patterns of ethical and legal behaviors. In addition to behavior, operations takes into account the methodology of the teachers and the working relationships of the four levels of rank within the institution.

Organization.* Some basic aspects of this unit of the Logical Structure Theory consider horizontal and vertical span of control, school district organization, and boards of education.

Human Resources.* The institution cannot function without students, teachers, specialists, supervisors, administrators, and the school board.

Material Resources.* As the school needs human resources to function so it also needs material resources. These include the physical plant, books, technical media, supplies, etc.[11]

It should be noted that within the institution itself equal emphasis is given to all units. Furthermore, a maximally effective operation of the institution is contingent upon the successful interaction of all parts.

The Logical Structure Theory provides an appropriate rationale for this study for a number of reasons. First, it delimits the universe. In defining the universe, the Logical Structure Theory permits a sharp focus on specific components of the educational institution, thereby providing direction for the study. Second, the Logical Structure Theory is understandable and didactic. It is understandable and didactic for the same reasons, namely, that it is straightforward and well thought out. The third reason follows somewhat on the heels of the first. The Logical Structure Theory, in its description of the educational institution, identifies the interactions among components. Because of this, it serves as an aid in understanding anticipated relationships between organizational climate and environmental press.

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[11] Ibid., p. 67.

*An expanded discussion of this component can be found in Appendix A, section IV.

Using the Logical Structure Theory as the theoretical base for this study serves a purpose not directly related to the study. The data collected for this study and their ensuing analysis and interpretation provide empirical evidence for the validation, rejection or modification of the hypotheses formulated from the theory.

The scope of the Logical Structure Theory and its implications is very broad. An investigation of all the components of the theory is beyond the latitude of this study, though such an investigation might be valuable. Based on deductive reasoning, the internal component units of Program, Organization, Human Resources and Material Resources are investigated herein, for it would seem that they are the components directly involved in affecting organizational climate, environmental press, and the relationship between the two.

Significance of the Study

It is becoming more and more apparent that teachers everywhere are increasingly concerned about the professional milieu in which they find themselves.[12] They are concerned, of course, with salaries, employee benefits, and other things which would provide them with a comfortable and secure life. Teachers also are concerned with having the appropriate material resources with which to apply, and through which to impart, their training and experience. But more than this, teachers also are concerned about curriculum development, about the kinds of experiences that prepare students to take a place in society, and about whether or not the school is providing a viable climate in keeping with the times. Schools are being pressed by business and industry to make changes and to implement some of the recent workable innovations. Business and industry feel, perhaps justifiably, that if research, development, and the business model advance business and industry, they can also advance education.[13] Society is moving rapidly and schools cannot wait 30 to 50 years for appropriate and effective changes. Teachers are very concerned about the organizational climate of the schools in which they work. They want the school to have a dynamic personality making meaningful their investment in the future of society.

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[12] Donald W. Robinson, "Teacher Militancy Around the Nation," Phi Delta Kappan (June 1968), XLIX, No. 10, 554.

[13] William Kornegay, "The Open Market: A New Model for Our Schools?" Phi Delta Kappan (June 1968), XLIX, No. 10, 583-586.

Students also are concerned about their environment. College and university students for the past several years have made their concern clearly evident. The concern of college students about their environment has been expressed by all factions of the student body in colleges and universities all over the country regardless of whether they are large or small, public or private. Their concerns run the gamut of interests from ridiculous demands and considerations to things particularly relevant to their education and future. One need only read the newspapers or watch television to hear about these demands and the response of university administrations to them.

The same kind of concerns are beginning to be expressed by high school students. However, the efforts of high school students have not received as much attention as the efforts of the college students, but they are becoming more forceful and more widespread. High school students want their education to be meaningful and relevant. They want to become prepared so that they can find their place in the work-a-day world that they will soon be entering.[14]

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[14] The major portion of the September 1968 issue of the Phi Delta Kappan is devoted to the topic of student dissent and student concerns about the educational institutions they are attending. Also see the May 16, 1969 issue of Life magazine which contains a feature article on student dissent in high school: "The Life Poll: Crisis in the High School" by Louis Harris, pp. 22-33.

School board members are concerned about the kind of education that is, and should be, provided for the children in their district and the kind of environment in which it can best take place. Administrators also are concerned about the environment of the building which they administer. They want to know the relationship between the faculty's perception of the environment and the student body's perception of the environment, so that they can provide leadership effective in meeting the needs of those individuals directly involved in addition to achieving the pervasive objectives of education. School administrators are looking for ways and methods to ascertain these perceptions.

The significance of this study for education, in light of the concerns outlined above, is in the verification or rejection of the notion that the environmental press as perceived by high school students relates to the climate of the school as perceived by the teachers, the principal and his staff. Knowledge of the verification or rejection of such a notion would strengthen the leadership function of school administrators and the decision-making function of boards of education by making possible a more complete and objective description of organizational climate, environmental press, and their concomitant correlation with the purposes of the public school. The study of environmental press in high schools undertaken here is an extension to the secondary school level of concepts exhibited in studies done in the assessment of college environments. This extension can serve as an input in expanding the base of the environmental press construct to public education.

This study also has significance for administrative theory. In using the Logical Structure Theory as the study's theoretical base and in utilizing selected components of the theory for referents, the study provides some empirical evidence for the validation, rejection or modification of the hypotheses formulated from the theory.

Limitations

In this study, an assessment of the same environment has been approached along two discrete paths. The environment of a school was examined from the point of view of its faculty (their perception of the environment has been termed "Organizational Climate"). A different point of view was taken from the students (their perception of the environment has been termed "Environmental Press"). It should be noted, however, that although the instruments utilized to acquire student and staff perceptions of climate measure the same concept, they do not measure the parameter in exactly the same terms and magnitudes. The instruments were selected because they measure the same construct in a different and novel way.

Some research has been done on whether or not the use of the Organizational Climate Description Questionnaire[15] is applicable to the assessment of a high school environment.[16] The questionnaire was originally developed to assess the environment of elementary schools, but has subsequently been used by a number of researchers to assess the environment of high schools.[17,18] The results of this research has demonstrated sufficient applicability of the instrument for use at the high school level. It seems that the posture researchers took regarding the applicability of the Organizational Climate Description Questionnaire for use at the high school level was equivalent to the one its developers took for its use at the elementary school level. Thus, they did not modify the form of the questionnaire or rephrase any of the statements included therein. The same position was taken by this researcher.

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[15] See Appendix A, section I.

[16] J. Foster Watkins, "The OCDQ - An Application and Some Implications," Educational Administration Quarterly (Spring 1968), IV, No. 2, 46-60.

[17] John H. M. Andrews, "School Organizational Climate: Some Validity Studies," Canadian Education and Research Digest (December 1965), V, No. 4, 317-334.

[18] James C. Sargent, "An Analysis of Principal and Staff Perceptions of High School Organizational Climate" (unpublished Ph.D. dissertation, Department of Education, University of Minnesota, Minneapolis), 1966.

The population sample used to ascertain student perception of Environmental Press was restricted. Only a percentage of the student body from the sample schools taken by grade level was used. The number of students used from any one school ranged from 45 to 55. Consequently, in interpreting the environmental press scores, one should take into account this restriction and its limitations on a total assessment of environmental press for any one school.

The sample schools used in this study are predominantly rural schools; therefore, generalizations to other apparently similar types of schools should be qualified. The relationship between organizational climate and environmental press as described may or may not be unique. It remains a question to be answered by future research.

CHAPTER II

REVIEW OF LITERATURE

Insights used in attempting to solve problems come either from actual experiences or from the vicarious experiences of the person applying his skills toward the solution. It seems imprudent and impractical to ignore one's own experience and that of others who have developed expertise in solving problems in a particular area. And it is incumbent upon any researcher to consider all research relevant to his study. Deciding what is relevant in the literature involves a judgment which has to be made by the researcher. It is a judgment based on several approaches open to the researcher.

One of the approaches to a review of literature is to relate the information and ideas pertinent to a particular topic or problem. This approach allows the researcher to build on and add to the work of others. In a sense, he can use the work of others to add credence to his study. A second approach to a review of literature is for the reviewer to point out those works or studies which relate to the broad field of a topic or problem. The second approach obviously allows the researcher to present a more extensive review of the literature and enables him to demonstrate how his study fills one of the voids or gaps which appears in the work that has been done in one broad area of interest. It may also identify for other researchers where gaps appear, thus providing a springboard for further studies.

The latter approach will be used here. It is viewed as the most applicable approach because the problem studied in this paper concerns one of the gaps that occur in the current study being made of educational environments.

Organizational Climate

Much of organizational theory and organizational analysis in education has been derived from the works and thoughts of individuals in fields other than education. Principal input has come from the field of industrial management and subsequently from public administration, sociology and psychology. Individual contributions from the field of industrial management and public administration are traced to Henri Fayol, Frederick W. Taylor and Elton Mayo, who wrote in the late nineteenth and early twentieth centuries, and more recently to the works of James G. March and Herbert A. Simon; L. Gulick and L. Urwick; and Chris Argyris. From sociology there are the works of Phillip Selznick, Peter M. Blau, and Talcott Parsons. From the field of psychology one can cite the works of Bruce J. Biddle and Daniel Katz.

One should not get the impression that organizational research started with Fayol or Taylor, for men have studied organizational problems for centuries. However, this early research has undoubtedly influenced much of what has occurred since the late nineteenth century.[1]

Education has utilized and synthesized the concepts and ideas developed in the fields of industrial management, public administration, sociology and psychology as they relate to organizational analysis, particularly in terms of the spectra of concerns which come under the heading of educational administration. Most of the work done in this area is based on the works of Daniel E. Griffiths and Andrew W. Halpin. These men have become leaders in administrative theory in education. Their writings have stimulated extensive research in organizational analysis of the public educational institution. Part of this study, as well as the research that will be reviewed below, has depended greatly on one of Halpin's own research projects.[2]

The term "organizational climate" has been defined in a variety of ways. It has been defined and described in various configurations by researchers concerned with explanations of phenomena associated with complex organizations. In almost all cases, these researchers tend to define organizational climate in terms of the interaction among individuals in the organization or, in some cases, in terms of the interactions between individuals and the organizational structure. The way it has been defined and used in this study concurs with Halpin and Croft as they considered climate to be organizational "personality."[3]

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[1] John H. Hoagland, "Historical Antecedents of Organization Research," New Perspectives In Organization Research, ed. W. W. Cooper, H. J. Leavitt, and M. W. Shelby II (New York: John Wiley & Sons, Inc., 1964), pp. 27-38.

[2] Andrew W. Halpin, and Don B. Croft, The Organizational Climate of Schools (Chicago: Midwest Administration Center, The University of Chicago, 1963).

Some of the other definitions which describe the phenomenon called organizational climate have appeared in the literature written by educationists, psychologists, experts in public administration and individuals from other fields. Lonsdale[4] has suggested that since organizational purposes are generally conceptualized in terms of task achievement or needs satisfaction, an integrated global model would be most advantageous in describing climate. He suggests, then, that organizational climate might best be defined as the global assessment of the interaction between the task-achievement dimension and the needs-satisfaction dimension within the organization, that is, the extent of the task-needs integration.

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[3] Ibid., p. 1.

[4] R. C. Lonsdale, "Maintaining the Organization in Dynamic Equilibrium," Behavioral Science and Educational Administration, ed. Daniel E. Griffiths (Chicago: The National Society for the Study of Education, 1964).

Forehand and Gilmer in their study of environmental variation choose to define organization climate as:

> the set of characteristics that describe an organization and that (a) distinguish the organization from other organizations, (b) are relatively enduring over time, and (c) influence the behavior of people in the organization.[5]

They use this definition because they want to focus upon features of organizational variation that are amenable to specification, measurement and incorporation into empirical research.

In 1958, Argyris used the term organizational climate as an analytic component in a study he conducted which dealt with the behavior of role participants in a bank. He defined organizational climate as a living complexity composed of three related systems of variables: formal organizational procedures, personal needs, "and the complicated pattern of variables associated with the individual's efforts to accommodate his own needs with those of the organization."[6]

Null notes that organizational climate is referred to when the results from the interaction of role participants at the various hierarchical levels of the organization housed in a particular building are being considered.[7] Cornell follows this notion when he referred to the organizational climate of a school as "a delicate blending of interpretations (or perceptions as social psychologists would call it) by persons in the organization of their jobs or roles in relationship to others and their interpretations of the roles of others in the organization."[8]

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[5] Garlie A. Forehand, and B. Von Haller Gilmer, "Environmental Variation in Studies of Organizational Behavior," Psychological Bulletin (December 1964), LXII, No. 6, 362.

[6] Chris Argyris, "Some Problems in Conceptualizing Organizational Climate: A Case Study of a Bank," Administrative Science Quarterly, II (March 1958), 501.

Research

Research on the construct organizational climate is very diffuse. It has been undertaken, as was previously noted, by numerous individuals in various fields. Consequently, the research to be reviewed here will be limited to that dealing with studies which assessed the organizational climate of high schools with particular emphasis given to those studies which utilized the Halpin and Croft instrument (Organizational Climate Description Questionnaire - OCDQ) for determining organizational climate. A number of the studies of organizational climate which used the OCDQ are, for the most part, repetitive of other studies with minor variances in research techniques. Some researchers used the OCDQ only as a means to get informational input for attempted solutions to other problems.

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[7] Eldon J. Null, Organizational Climate of Elementary Schools, (Danville, Ill.: The Interstate Printers & Publishers, Inc., 1967).

[8] Francis G. Cornell, "Socially Perceptive Administration," Phi Delta Kappan, XXXVI . No. 6 (March 1955), 220.

Researchers have studied a number of variables in the environment of a high school that were thought to have some relationship to organizational climate. Studies have been completed which have: (1) assessed the evaluation ratings of schools in relation to their climate; (2) related teacher characteristics and behavior to climate; (3) related the perceived behavior of administrators to climate; (4) related school size and location (urban vs. suburban) to climate; (5) related grade organization and subject-matter assignment of teachers to climate; and (6) assessed organizational climate and its relationship to the adoption of educational innovations. Only one study was found that assessed a student problem in relationship to organizational climate. This study looked at high school dropouts and some of their biographical characteristics. No study, however, was found which assessed the organizational climate of schools as perceived by teachers and administrators and its relationship to the climate of schools as perceived by students. The studies which have been completed are important adjuncts to the subject of the study described herein because they provide information that can be used to expand the application and interpretation of the results of the study. Therefore, an elaboration of the related studies is appropriate at this point.

Christensen attempted to determine if any relationships existed between the organizational climate of schools and the evaluation ratings of the schools.[9] He used as his sample a representative group of 17 public high schools in New Jersey. To determine the organizational climate of the study schools, Christensen administered the OCDQ to a random sample of the professional staff in each school. To obtain evaluation ratings for each school, Section Y-Graphic Summary of the Evaluative Criteria was used.[10] Particular attention was paid to the Program of Studies, Subject Fields, School Plant and School Staff and Administration parts of this section.

An analysis of Christensen's data indicates that several relationships exist between organizational climate of schools and evaluation ratings. Christensen determined the relationships by correlating the data from the OCDQ and the evaluative criteria through the use of the rank-difference correlational technique. The analysis showed that there was a significant positive relationship between climate and general outcomes and between climate and numerical adequacy. Similarly, negative relationships were found between esprit and special rooms and services and hindrance and building services. Christensen also indicated that there were certain relationships between the subtests of the OCDQ and the various divisions of the studied parts of Section V. This study seems to point out very decidedly that more attention and emphasis needs to be accorded to the implications of human relations in school organization. The organizational environment should be pleasant, and should satisfy the personal needs of personnel and provide a setting conducive to the development of a feeling of accomplishment by organizational members.

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[9] Harold Paul Christensen, "The Organizational Climate of Schools: Its Relationship to School Evaluation," (unpublished Ed.D. dissertation, Rutgers-The State University, New Brunswick, New Jersey, 1966).

[10] National Association of Colleges and Secondary Schools, Evaluative Criteria (Washington, D.C.: National Association of Colleges and Secondary Schools, 1960).

Brinkmeier attempted to identify whatever difference exists between school climates in terms of teacher behaviors and characteristics such as sex, age, teaching level, years in their present system, organizational membership, degree held, formal leadership position in a teacher organization, previous involvement, reactions to selected situations, and the teachers' tendency to ally.[11] The OCDQ was used to measure the climate of the schools in which the teachers worked. To obtain data on the behavioral and biographic characteristics of teachers used in the study, Brinkmeier developed and used the Educational Questionnaire.

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[11] Oria Albert Brinkmeier, "The Relationship Between Organizational Climates and Selected Teacher Characteristics and Behavior" (unpublished Ph.D. dissertation, University of Minnesota, Minneapolis, Minnesota, 1967).

The instruments were administered to 1,256 teachers employed in elementary schools that were members of the Educational Research and Development Council of the Twin Cities Metropolitan Area, Inc. The schools were randomly selected from a population that represented 38 percent of the schools in Minnesota. The 1,256 teachers represented over 90 percent of the teachers asked to respond to the instruments.

Brinkmeier classified schools into climates by ranking their cumulative subtest scores from high to low and then dividing the scores into three groups from most closed to intermediate to most open. He analyzed the data based on this type of classification and by grouping the schools in three ways; all schools combined, elementary schools, and secondary schools.

For secondary schools, Brinkmeier found that years in the present system and age appeared to be related to organizational climate, especially in the more open types of climate. The younger secondary teachers were associated with the intermediate climates; and the longer the teachers stay with a system, the more likely they were to perceive the climate of a school as closed. Membership in teacher organizations, sex of teachers, leadership patterns, or degrees attained were not found to be related to perception of the climate in secondary schools.

Using the same basic approach as Brinkmeier, but with a sample about one third the size, Hoagland found that of the variables studied (degree held, professional aspirations, academic discipline, sex, age, years of experience, and years on the present school) only degree held and sex are not related to perceptions of school climate. With respect to job satisfaction, Hoagland found that teachers in open schools exhibit higher levels of job satisfaction than teachers in closed schools.[12]

Collins tried to determine whether relationships existed between teachers' personality patterns and their level of job satisfaction in open and closed organizational climates.[13] The focus of the study was upon the teachers' perceptions of climate and satisfaction as individuals rather than as group members. Collins also tried to assess the influence of personality type (as categorized by Jung in 1923) upon the teacher's perception of the organizational climate (as defined by Halpin and Croft) of his school, and his feeling as to whether the climate was right for him personally.

Collins collected data from 200 teachers in 21 schools in 12 school districts located in Contra Costa

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[12] Robert Merlin Hoagland, "Teacher Personality, Organizational Climate & Teacher Job Satisfaction" (unpublished Ph.D. dissertation, Stanford University, Palo Alto, California, 1968).

[13] James Albert Collins, "Individual Personality and Organizational Climate" (unpublished Ph.D. dissertation, Claremont Graduate School and University Center, Clarement, California, 1965).

County, California. The sample schools covered rural, suburban and industrial areas, and low, middle, and high socio-economic levels. The teachers responded to the OCDQ, the school climate designator, the Myer-Briggs Type Indicator, the personality type identifier, and a scale developed by Collins for identifying "high-low" teacher satisfaction.

Using the chi-square technique, Collins found significant differences in satisfaction levels among personality types. His findings showed that intuitives favored the open climate and had a lower satisfaction with closed climates. Sensing types appeared to be more adjustable in that their satisfaction level tended to be high in both "open" and "closed" climates. Intuitive - introverts most strongly favored the open and rejected the closed climates, while sensing - thinking types reported more teachers as highly satisfied with closed climates than with open ones. Individual personality was shown to have an impact upon teachers' perceptions of climate and upon the satisfaction level they reported with their jobs.

Tanner completed a study in which he assessed the relationship between the organizational climate of the three different levels of public education and the social behavior of superintendents and assistant superintendents of schools.[14] The population for his study consisted of 826 teachers and administrators in 9 senior high schools, 9 junior high schools, and 17 elementary schools. Tanner used the OCDQ to gather climate information and the Test of Social Insight to collect data relative to administrator social behavior.

Results of this study indicated that elementary school teachers perceived themselves and the principal to be associated with the open type of climate. The Junior high school teachers perceived their behavior and the principal's behavior to be most closely associated with the familiar climate. The Senior high school teachers perceived their own and the principal's behavior as exhibiting those characteristics associated with the closed climate. When ascertaining the relationship between social behavior and climate, Tanner found that total social insight correlated positively with open climate at both the elementary and junior high school levels and negatively with open climates at the senior high school and central office levels.

Emma assessed the relationships among the professional members of a school system.[15] The specific purpose of the study was to determine the relationship between the climate of schools and the degree to which the perceived needs of their principals were in harmony with the goals of the organization. He also attempted to discover the degree to which the fusion among principals had influenced perceptions of the type of climate within individual schools.

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[14] Hugh Gordon Tanner, "A Study of the Relationship Between the Organizational Climate of Schools and the Social Behavior of Selected School Administrators" (unpublished Ph.D. dissertation, The University of Michigan, Ann Arbor, Michigan, 1966).

[15] Paschal Joseph Emma, "The Relationship Between Administrative Fusion and Organizational Climate in a School System" (unpublished Ed.D. dissertation, George Peabody College For Teachers, Nashville, Tennessee, 1964).

Organizational climate was determined by administering the OCDQ to all the teachers in the Chattanooga, Tennessee, City School System. A fusion score was obtained from all the principals in the system from a questionnaire developed by Emma. The fusion questionnaire was designed to measure the principal's personal preferences and satisfaction in relation to perceived role as principal.

Using the Pearson Product-Moment correlation technique to analyze the data, Emma found no correlation between administrative fusion and the type of climate found in the schools. He concluded that there appeared to be no pervasive influence from the type of relationship that that existed among principals in the determination of the characteristic climate of each school.

McWilliams undertook a study of organizational climate because of his concern about instructional environments.[16] He believed that if high schools are to accomplish their vital role and meet the responsibility of educating future generations, the teacher should perceive a climate in the school which is favorable and conducive to a good instructional environment.

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[16] Emmet Francis McWilliams, "The Organizational Climate and Certain Administrative and Personnel Variables in Selected High Schools" (unpublished Ed.D. dissertation, Rutgers-The State University, New Brunswick, New Jersey, 1967).

The study was designed to determine the organizational climates of the nine public high schools in a suburban county of New Jersey and relate it to the factors of size, grade organization, supervisor-teacher ratio, and the subject-matter assignment of teachers in each school. The climate of the campus type school in the study was compared with the climates of the other eight noncampus type high schools.

McWilliams collected data by interviewing principals and administering the OCDQ to teachers. The OCDQ had a biographical information section from which the author acquired information related to the subject-matter assignment of teachers.

McWilliams classified the schools he studied into climates by comparing the scores he received to the profiles of the different climates as set up by Halpin and Croft. When McWilliams analyzed the data, he found that eight of the nine high schools possessed a Closed Climate and the remaining one had a Familiar Climate. He also found that there were no statistically significant relationships between the variables of size, grade organization, supervisor-teacher ratio and the organizational climate. He did find, on the other hand, that teachers of the various subject matter areas perceived different organizational climates in the same school. He also found that the campus type of school had a different organizational climate than that of the other schools.

Although McWilliams found no statistically significant relationships between school climate and the selected variables used in his study, the results of the rank order correlation analysis implied that as the size of the school increases, the climate of a school tends to become more open, and as the supervisor-teacher ratio decreases, the climate tends to become more closed.

The primary purpose of a study done by Richens was to obtain data about the way professional staff members in urban and suburban high schools of varying size perceive the social interaction which occurs in their school building.[17] A secondary purpose was to determine, by statistically examining and comparing their perception of the dimensions of organizational climate, whether any difference exists, and if it does, the nature of such difference(s).

The subjects were professional staff members of 30 urban and 33 suburban schools located in and surrounding

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[17] George LeRoy Richens, "Urban and Suburban High Schools: A Comparative Study of Organizational Climate" (unpublished Ph.D. dissertation, The University of Michigan, Ann Arbor, Michigan, 1967).

Detroit, Michigan, and St. Paul-Minneapolis, Minnesota. A total of 3,115 teachers and administrators were included in the sample.

Richens divided the schools in three classes. One class was based on urban-suburban makeup placing all schools into one of the two groups of urban schools or into one of the two groups of suburban schools. A second class involved placing all the schools in three groups: all urban high schools; all suburban schools; and all schools combined. The third class was formed by categorizing the schools into three groups by size.

Richens found that there was no relationship between the staff perception of climate and location of the high school in either urban or suburban setting. He also found a striking similarity between the perception of climate of the urban schools. When Richens looked at the relationship between climate and size of school based on the three groups he established, he found that no relationship existed. Forty-six of the 63 participating high schools were classified as having closed climate school organizations.

The High School Study Commission of the Detroit Public Schools conducted an organizational climate study in an effort to determine the general climate which existed in each of the high schools of the city. The study was done as a part of the commission's task to answer some of the serious questions which had been raised regarding the overall quality of the instructional program at the Northern High School, a school predominately attended by black pupils.

Twenty-one of the 22 Detroit high schools participated in the study. In the schools that participated, 76.4 percent of the instructional staff responded to the OCDQ. All schools and individual respondents participated in the study on a voluntary basis. Donald B. Croft assisted the commission in scoring the completed questionnaires and in analyzing the results.

In a general sense, the data which resulted from this study indicated that the Detroit public high schools tend to lean toward the closed type of climate. A composite profile showed a very high disengagement score and an equally high hindrance score. The reactions of the respondents to the OCDQ were very low on the subfactor of esprit, indicating that the respondents believed that their personal and social needs were not being met in the situation. The intimacy subtest factor was relatively normal and indicated that teachers are able to engage in and enjoy friendly interaction with each other.[18]

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[18] This information is contained in a report of the High School Study Commission which was prepared in late 1968. The report was published in a limited quantity and is not available for general distribution. For further information contact Walter E. Gleason, Administrative Assistant, Publications, Division of School-Community Relations, Detroit Public Schools Center, Detroit, Michigan.

Johnson and Marcum completed a study which assessed the relationship between organizational climate and educational innovations. The following quote provides their rationale for undertaking the study.

> We cannot, however, stop the search or freeze into one system as the final system, nor can we leave change to chance and live with the scars of unplanned upheavals. Somewhere, somehow, there are systems and sub-systems in which change is the "uncomfortable" mode; systems which have the climate where all elements are accounted for and where the unpredictability of consequences are minimized. It is with this hope and this assumption that we seek data about the kinds of people who can implement change and systems where change can be a way of life.
>
> We seek these data because, obviously, introduction of innovations in education is notoriously slow. As early as the Paul Mort studies of the 1930's, it was found that only three per cent of the nation's schools had adopted educational innovations after fifteen years. Complete diffusion of an innovation in schools was taking fifty years. Rogers (1966) in more recent reports, indicated similar trends. Complete adoptions may still take a dangerously long time.[19]

The purposes of their study were threefold. The first was to determine whether there was any significant difference between the organizational climates for the most innovative and the least innovative schools participating in this study. The second purpose was to determine if any difference existed between the teachers' and administrators' perceptions of school climate for the most innovative and least innovative schools. Their final purpose was to determine if there was a difference between each of four variables -- expenditure, age of staff, years in the school, and number of professional staff -- for the most innovative and least innovative schools.

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[19] Homer M. Johnson and R. Laverne Marcum, "Organizational Climate and the Adoption of Educational Innovations." From a paper presented at the American Educational Research Association, 1969 Annual Meeting: Biltmore Hotel, Los Angeles, California, February 5-8, 1969, pp. 1-2.

Fifteen of the most innovative schools and 15 of the least innovative schools were selected from 86 schools so categorized by state departments of education in Oregon, Washington, Idaho, Nevada, and Utah. The most innovative and least innovative were identified by use of the Educational Innovation Checklist. The degree of openness or closedness for each of the schools was obtained from the results of the OCDQ.

Johnson and Marcum found that there was a significant difference in the climate of the schools at the two levels of innovativeness. The data they obtained indicated that highly innovative schools had open climates while less innovative schools had closed climates.

In the schools categorized as least innovative, both teachers and administrators perceived the climate as closed. In the innovative school, on the other hand, there was a significant difference in perception by teachers and administrators. Although both viewed the innovative schools as open, the administrator typically saw the school as more open than did the teachers

With regard to the four variables studied, the researchers were led to conclude that when compared with less innovative schools, highly innovative schools: were larger; spent more per child; and had younger staff members who remained a fewer number of years.

Bushinger conducted a study to look at the relationship between organizational climate and high school dropouts.[20] In his study he tried to identify the biographical characteristics of dropout students and the organizational climate of their high school in order to determine relationships between school climate, biographical characteristics and the dropout rate.

Bushinger worked with 583 staff members in 11 high schools in Monmouth County, New Jersey. He obtained organizational climate data about the high schools through the OCDQ. He also classified the schools into climates as determined by Halpin and Croft. To get biographical data on dropout students, the researcher used the Utah Student Biographical Information Inventory.

In analyzing his data, Bushinger found among other things that as the organizational climate of a school increased in proximity to the closed climate, the dropout rate increased. His findings disclosed that closed climate is found at more schools than any other type of climate.

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[20] Joseph S. Bushinger, "Organizational Climate and Its Relationship to School Dropouts" (unpublished dissertation, Ed.D., Rutgers-The State University, New Brunswick, New Jersey, 1966).

From his study, Bushinger concluded that there are a number of determinants of the organizational climate of the school. The most predominant determiners, he indicated, seem to be the leadership behavior of the administrative staff, the size and age of the organization, the methods of operation and communication and the dropout rate.

Environmental Press

There is a substantial body of literature dealing with a topic which has summarily come to be called environmental press. The literature goes as far back as the early 1900's when the concern was to establish criteria for classifying and evaluating medical schools. Since then, the interest in the evaluation of all types of educational institutions has grown. This is evident from the number of different organizations which have been formed to provide leadership in evaluation. Among the more significant sources of normative procedures for the comparison of educational institutions are the Association of American Universities, the six regional accrediting associations, the various professional groups, and the National Commission on Accrediting.

The approach that these and other agencies have used to compare and evaluate schools is based primarily on statistical appraisals of readily accessible and quantifiable data related to the characteristics of its physical plant and personnel. Included for comparison or evaluation are, among other things: faculty degrees, teaching load, salary schedules, number of books in the library, number and types of instructional equipment, etc.

There should, however, be additional ways of characterizing differences in educational institutions, particularly those differences that relate to what the school does to students. Stern pointed this out in a discussion centered on evaluating colleges and universities:

> But the standards to be applied in medical school are not relevant to a seminary, any more than those for the latter are relevant to the liberal arts college, or the large state multiversity. The common questions, appropriate to all educational institutions are not *What are its physical assets?* but *What is it trying to accomplish?* not *How much has it got?* but *How well does it achieve its objectives?*
>
> These are the questions which have more typically concerned the educational philosopher or essayist, unconstrained by the need to quantify. They are, it will be seen, directed to process and purpose rather than appearances. The techniques for quantifying functional properties of institutional systems are only just beginning to emerge, however. Educational administration is still based firmly on homiletics and proscription, as are its sister arts in business and government. Formal investigation of relationships between administrative processes, organizational structure and other aspects

> of the institutional environment are very little beyond the rudimentary stage to which they were raised by the Western Electric studies now nearly a half century ago.[21]

Very little work has been done thus far in the area of assessment of high schools in the ways suggested by Stern. For the most part, evaluations of secondary schools which carry weight are still based on criteria established by the various regional accrediting associations. Exceptions to this are the works of Conant[22] and Coleman[23] at the public school level and Stern[24] at the college and university level.

Assessments of learning environments have been carried on extensively at the college and university level. There is a substantial body of literature on this topic as is evident from the summaries of Pace and McFee[25] and

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[21] George G. Stern, People In Context, I (Syracuse: Syracuse University, 1967) (Manuscript), pp. 2-3.

[22] James B. Conant, The American High School Today, (New York: McGraw-Hill Book Co., 1959).

[23] James S. Coleman, and others, Equality of Educational Opportunity (Washington, D.C.: U.S. Dept. of Health, Education and Welfare, Office of Education, National Center for Educational Statistics, 1966).

[24] Stern, op. cit.

[25] Robert C. Pace, and Anne McFee, "The College Environment," Review of Educational Research (October 1965), XXX, No. 4, 311-320.

DAIRY PROGRAM

EIGHTIETH ANNUAL MEETING
INDIANA STATE DAIRY ASSOCIATION, INC.

December 1, 1969 10 a.m. (EST)

Room 206 Purdue Memorial Center

A.M. 9:30	Registration - Room 206, Memorial Center	
10:00	Harold Isch, President - presiding Announcements	
10:15	Presentation of Certificate Awards	
	Meritorious Sires	N. J. Moeller
	Certificate of Merit Herds	S. M. Gregory
11:00	Report of Secretary-Treasurer	N. J. Moeller
11:15	Group Pictures (Room 206, Memorial Center)	
Noon	Luncheon (W. Faculty Lounge, Memorial Union)	
	Awards	Harold Isch
	Election of Directors	Harold Isch
P.M. 1:00	Entertainment	Purdue Musical Organizations Albert P. Stewart - Director
1:30	“The Dairymen's Stake in DHIA	Don Voelker WSOA Extension Dairyman Iowa State University

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NOTICE

Parking on the Purdue Campus is limited. Please read the enclosed parking recommendations.

Looking forward to seeing you and your neighbor on Monday, December 1, 1969

Harold Isch
President

N. J. Moeller
Secretary-Treasurer

Michael and Boyer.[26] The largest part of each of the summaries is devoted to reviews of the extensive works of Stern and his associates which they have completed in college environmental analysis.

Stern's conceptual approach to environmental analysis is based on a needs-press construct which presents a "system for representing both organism and environment 'in common terms and comparable magnitudes'."[27] His basic thesis is that the needs-press construct "involves more than the description of colleges or the development of new criteria for evaluating them . . . ."[28] He believes that the construct's "relevance to the study of other levels of education . . . and to the prediction of behavior and performance of any institutional incumbent . . . will also be apparent."[29] Stern's construct for environmental analysis is adopted from the needs-press personality model developed by Murray.[30] In his formulation of personality development, Murray related the concept of environmental press to personal needs thus suggesting a duality of psychological influences on the individual. Included in Murray's conceptual scheme for needs and press is a taxonomy for each of them. The external pressures which come to bear on an individual are termed *press*, their internal counterparts *needs*.

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[26] William B. Michael, and Ernest L. Boyer, "Campus Environment," Review of Educational Research (October 1965), XXV, No. 4, 264-276.

[27] Carl R. Stienhoff, and George G. Stern, Organizational Climate in A Public School System, Final Report, Cooperative Research Project No. 5-8094 (S-083), U.S. Office of Education, Syracuse University, Syracuse, New York, 1965.

[28] Stern, op. cit., p. 3.

[29] Ibid.

[30] Henry A. Murray, Explorations in Personality, (New York: Oxford University Press, 1938).

Murray's concept of "needs-press" has served as a basis for the construction of objective measures of personality[31] (needs) and environmental press[32] (press). As individuals differ so do environments. Hence, the concept of press offers a way of viewing the environment which is comparable analytically and synthetically to the more familiar ways of viewing individual personality.

Since needs assessment is not a part of this study, only a brief mention of this aspect of Stern's construct will be made so that the total construct can be seen in better perspective. Stern notes that "*needs* refer to organizational tendencies which appear to give unity and direction to a person's behavior."[33] Needs were defined originally by Murray as "a force . . . in the brain region . . . which organizes perception, apperception, intellection, conation, and action in such a way as to transform in a certain direction an existing unsatisfying situation."[34] Stern[35] has pointed out two major characteristics of the needs construct developed by Murray. First, needs are functional in character, representing the goals or purposes which an interaction serves for an individual. And second, needs are revealed in the modes of behavior employed by the individual. For either characteristic, a need is something inferred from behavior.

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[31] A. L. Edwards, *Edwards Personal Preference Schedule*, (New York: The Psychological Corporation, 1954).

[32] Robert C. Pace, and George G. Stern, "An Approach to the Measurement of Psychological Characteristics of College Environments," *Journal of Educational Psychology* XLIX, 269-277.

[33] Stern, op. cit., p. 8.

The external situational pressures which come to bear on an individual are the counterpart to an individual's internalized personality needs. This notion forms the basis for the concept of environmental press as it was proposed by Murray. It provides for a unique and private view each person has of the events in which he participates. This is what is referred to as beta press by Murray.[36] Individuals do not live in a private world; they have interactions with others. This notion led Stern, Stein, and Bloom[37] to suggest several distinctions in Murray's beta press. They note that the private, idiosyncratic, perception of the environment by an individual is only one part of press. They refer to this kind of press as the private beta press. The shared common interpretation of the environment by individuals in a common situation is another facet of press and is called consensual beta press. These writers also suggest a third facet of this concept of environmental press -- the alpha press. Alpha press refers to the stated, formal, explicit objectives representing the aims of an organization as seen in official pronouncements or by an independent observer outside the organization.

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[34] Murray, op. cit., p. 124.

[35] George G. Stern, "B = f (P.E.)," Journal of Projective Techniques and Personality Assessment (June 1964), XXVIII, No. 2, 161-168.

[36] Murray, op. cit.

[37] George G. Stern, Morris I. Stein, and Benjamin S. Bloom, Methods in Personality Assessment, (Glencoe, Illinois: The Free Press, 1956).

Murray says that the term press is used:

> . . . to designate a directional tendency in an object or situation. Like a need, each press has a qualitative aspect -- the kind of effect which it has or might have upon the subject (if the S comes in contact with it and does not react against it) -- as well as quantitative aspect, since its power for harming or benefitting varies widely.[38]

Building on Murray's description of press, Stern indicates that:

> . . . press may be defined like needs as a taxonomy of the interaction process manifested by an aggregate of individuals. Like needs too, press may be inferred from self-estimates of behavior likely to be

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[38] Murray, op. cit., p. 118.

> characteristic of others in a given situation. The necessity for imbedding the judgments within the context of a specified situation is what distinguished press items from need items.[39]

There has been limited activity in applying, at the high school level, the construct of environmental press as developed by Stern. Of those who have done so, Herr[40] has offered a definition of press which is more definitive and specific than the definition of press given by Stern. Herr defines press as follows:

> Just as needs are inferred from the characteristic modes of individual response to particular situations, press can be inferred from the typical emphasis, demands, rewards to be found in an environmental context. Where there are needs, there are means by which these needs are satisfied or frustrated; press, then can be considered as the specific attributes of a particular environment in terms of the benefits offered to particular needs or the frustrations imposed upon other needs. Press serves as rewards; they can also be considered punishments or harms as the individual perception reverses or as the press presents change.[41]

An adaption of Herr's definition of environmental press is used in this study.

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[39] Stern (1964), op. cit., p. 167.

[40] Edwin L. Herr, "Field Theory and Differential Press: Implications for Counseling," Personnel and Guidance Journal, Vol. 43 (February 1965), 586-590.

[41] Ibid., p. 586.

Research

Research on the press construct in high school environments is limited. The research conducted employs, for the most part, the Stern model and uses an instrument developed by Stern and others. The instrument which is used to determine the environmental press of high schools is called the High Schools Characteristics Index, Form 960 (HSCI). It is an adaptation of an instrument developed by Stern which purports to ascertain the environmental press of colleges. The latter instrument is called the College Characteristics Index (CCI). Essentially the HSCI is a high school level version of the CCI. It yields the same scores and, in fact, contains many items of the same or very similar content. Since this is the case, extrapolation of the results of any data dealing with the CCI could be assumed to be applicable to the HSCI. Excellent summaries of the research which utilized the CCI have been prepared by Pace and McFee, Michael and Boyer, and by Stern. This review will focus only on those studies which have used the HSCI.

It should be noted that the HSCI is in experimental form and is recommended for research use only.[42] Researchers who have used the HSCI have accepted Stern's definition of environmental press and have used the instrument more or less to test the assumption that the results obtained from any data collected through the CCI can be extrapolated and applied to the HSCI

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[42] Stern (1967), op. cit., p. 25.

Mitchell studied the personality characteristics of high school students and their possible influence on perception of the school environment [43] He collected his data from a suburban high school and used 233 juniors as subjects. To obtain personality data on individual students, Mitchell administered the California Psychological Inventory, the SRA Youth Inventory, and the Brown-Holtzman Survey of Study Habits and Attitudes

Environmental press data were obtained through the HSCI. Mitchell reports that the intercorrelations of the four instruments revealed many statistically significant relationships between personality characteristics of students and their perceptions of the school environment. Mitchell's findings are contrary to what Stern has maintained regarding the relationship between the needs preferences a student records for himself and the press characteristics he attributes to his college.[44]

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[43] James V. Mitchell, Jr., "The Identification of Student Personality Characteristics Related to Perceptions of the School Environment," The School Review (March 1968) LXXVI, No. 1, pp. 50-59.

[44] George G. Stern, "Environments for Learning," The American College: A Psychological and Social Interpretation of the Higher Learning, ed R N Sanford (New York: Wiley, 1962)

The objective of a study done by McDill, Meyers, and Rigsby was to assess the influence of different pedagogical and social dimensions of school environment on the achievement of students.[45] The sample population included students and teachers from 20 public high schools. To get an indication of press, these investigators developed an instrument adopted from the CCI and the HSCI, and based its structure on a modified version of Selvin's and Hagstrom's formulation for classifying formed groups.[46] From the data obtained with the instrument, 39 characteristics of schools were identified and from them six factors were determined which subsequently became types of climate descriptions.

The results of the McDill, et al., study indicate that student achievement is not attributable to the social class context of the school. They also found that achievement is not a function of certain school characteristics, often related to the economic resources of a community. The characteristics studied were: average size of mathematics and science classes, homogeneous grouping of students by ability, annual starting salary for teachers, and average per pupil expenditures.

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[45] Edward T. McDill, E. D. Meyers, Jr., and L. C. Rigsby, "Institutional Effects on the Academic Behavior of High School Students," Sociology of Education (Summer 1967), XL, No. 3, 181-199.

[46] Ibid., p. 185.

Stegman undertook a study in which two of Stern's indices were used: the Activities Index (AI), which is an individual needs assessment index; and the HSCI.[47] His study was an attempt to determine whether there are differences in secondary school environments which can be measured, demonstrated and described. Stegman's limited sample consisted of 200 students selected from five high schools, with each selected student representing the total population of the school.

If one accepts Stern's environmental press factors as authentic, Stegman feels that the HSCI can be used to measure and identify environments of secondary schools. He notes this although his findings were not overwhelmingly conclusive. His study does indicate, however, that when comparing the data by schools there appears to be little variation between the student body need patterns.

Interestingly enough, it was found that the needs of students in one school could better be met by a school other than the one attended by the subjects. Stegman suggests that high school students might be given the opportunity to attend other area schools that may meet their needs more effectively than the school in the resident's district. Particularly, he suggests this might be allowed if the school environment cannot be changed.

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[47] Wilbur N. Stegman, "A Descriptive Study of Certain Socio-Psychological Characteristics of Selected Secondary School Environments" (unpublished Ed.D. dissertation, Oklahoma State University, Stillwater, Oklahoma, 1967).

Winfrey examined school environment to determine if the psychological environment of a particular school affects certain groups differently.[48] The groups he studied were based upon socio-economic stratification and were divided into high, middle, and low levels.

Winfrey's sample consisted of 1,212 twelfth grade students selected from three urban and three suburban high schools. A school from each location was chosen to represent high, middle, and low levels of socio-economic classification. He administered the HSCI to all subjects, factor analyzed the results and obtained six press clusters. His findings showed significant differences between each school on all of the six press clusters as well as between urban and suburban schools and between schools of different socio-economic levels. Winfrey noted that, within schools, significant differences in press perceptions were found between groups based on each of the factors of sex, scholastic achievement, scholastic aptitude, father's occupation and future plans. Significant differences were found in all of the six press clusters and within each of the six schools. Certain environmental characteristics were found in schools in the suburbs but not in the city; in one socio-economic level but not in another. A few of the press factors were perceived by males but not by females, by high achievers but not by low achievers, by college-bound students but not by work-bound students.

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[48] James K. Winfrey, "The Appraisal of Institutional Press as Perceived by Selected Groups of Minneapolis Area High School Students" (unpublished Ph.D. dissertation, University of Minnesota, Minneapolis, Minnesota, 1963).

Summary

A fundamental problem of education is to determine what a school should do to provide the most productive environment for its students. In other words, what should be done to provide an institutional setting such that its members may gain a sense of accomplishment, fulfillment and relevance through meaningful activities within the institution? This problem, of course, is currently in vogue and is continually being brought to the attention of public school administrators, college presidents, and state and federal legislators by numerous segments of our society.

The roots of the problem may be traced back to the time when education moved from the one-teacher-one-pupil arrangement to the one-teacher-many-pupil arrangement. At that time, and through the agrarian period, it was a favorite problem for philosophers. But as western societies evolved from agrarian simplicity to industrial complexity, the problem of providing relevant school environments became the province of many different groups. The groups range from entrepreneurs to state and federal governments. It is understandable that many different groups are involved in the problem because industrially oriented societies are complex and precipitate complex interactions.

Attempted solutions to the problem have been offered. Some have succeeded, others have failed. But one of the most promising attempts to provide insight into possible solutions to the problem has come through assessment of the school's organizational climate and environmental press.

Researchers tend to define organizational climate in terms of the interaction among individuals in an organization (in a school setting, among teachers, administrators and other school personnel). Organizational climate is the character of the school or, as Halpin and Croft put it, organizational "personality."[49] The identification of the character of a school provides insight into the problem of relevancy by providing those responsible for its operation with the opportunity to accurately pinpoint and adjust troublesome characteristics so as to obtain an integrated organizational personality.

Recent studies have shown that relationships exist between organizational climate and various characteristics of school personnel, both faculty and students. It has been found, for example, that certain personality types among faculty members favor particular types of climate. The intuitive-introvert personality types most strongly favor the open and reject the closed climate, while the sensing-thinking types are more satisfied with closed than with open climates. Relationships have been found between climate and the age of faculty members and between climate and years of teaching experience in the present system. Relationships also have been established between organizational climate and, (1) the evaluation ratings of secondary schools as determined by the Evaluative Criteria, (2) the social insight of central office personnel and senior high school principals, (3) the level of innovativeness of the school and, (4) the pupil dropout rate of the school.

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[49] Halpin and Croft, op. cit., p. 1.

Some characteristics of school personnel and the school setting have been shown not to be related to organizational climate. For example, no relationship has been found between climate and the sex of teachers or the degrees they held. Also no relationship has been found between climate and size of a school, its grade organization, its location (urban vs. suburban) or its supervisor-teacher ratio.

The environmental press construct has as its ultimate objective the same basic purpose as does the organizational climate construct. That is, environmental press is oriented toward student perception of the school's personality where organizational climate is oriented toward faculty perception of the school's personality. The press construct as it applies to school assessment was developed by Pace and Stern[50] and was later expanded by Stern. The press construct was tied to a needs construct and was originally applied to the assessment of college environments. The press construct was later revised to assess the high school environment.

Several definitions have been given for press. The definition utilized in this study is an adaptation of Herr's definition: ". . . press . . . can be considered as the specific attributes of a particular environment in terms of the benefits offered to particular needs or the frustrations imposed upon other needs."[51] Environmental press, like organizational climate, can provide input into the relevancy problem by adding information for the benefit of those who are responsible for providing an optimal educational environment.

Recent studies have shown that relationships exist between environmental press and various characteristics of students. For example, it has been shown that personality characteristics of high school students relate to their perceptions of the school environment It also has been shown that significant differences in press perceptions were found between groups based on the variables of sex, scholastic achievement, scholastic aptitude, father's occupation and the future plans of the students

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[50] Pace and Stern, op. cit.

[51] Herr, op. cit., p. 586.

A team of researchers obtained contrary results regarding one of the relationships just noted. They structured their environmental press assessment to types of climate descriptions and found that student achievement is not attributable to the social context of the school.

Various relationships have been shown between organizational climate and characteristics of faculties and between environmental press and characteristics of students in high school -- the ultimate goal being to better understand the total character of the school. This study adds a new dimension to this goal by attempting to establish an interface between organizational climate and environmental press.

CHAPTER III

METHODOLOGY

Pilot Study

A pilot study was planned to determine if selected situational factors, external to the school setting, might relate to organizational climate or environmental press. The purpose of the pilot study was to ascertain whether or not the selected situational variables needed to be accounted for when interpreting the results of the data collected for the overall study. The situational variables to be assessed through the pilot study were: (1) The urban or rural location of the school, (2) enrollment in the school, (3) the age of the school building, (4) the educational level of the community, and (5) the income of the community served by the school.

Before discussing the plan of the pilot study and the initial steps taken to complete it, the following point should be noted. The pilot study was not completed entirely as it was planned and its intended objectives were not achieved in full. Several fundamental problems arose during the collection of pilot study data. The problems had to do with (1) whether the High School

Characteristics Index (HSCI) was a measure of environmental press as it is defined for the study, and (2) whether the administration of the instrument took too long a time. These problems caused the investigator to terminate the pilot study before all activities were completed Following is a detailed exposition of the problems, of how they arose, what was done to resolve them and their effects on the overall study.

The plan for collecting data for the pilot study included: (1) selecting three schools for the sample, (2) administering the HSCI and the Organizational Climate Description Questionnaire (OCDQ) to students and teachers respectively in each of the schools, and (3) having students complete a report form The schools considered in the pilot study were selected from the schools under consideration for the major study population and were to meet, if possible, the criteria established for the selection of these schools. The report form that the students were asked to complete solicited information about the education of their parents, their parent's occupation and place of employment and a number of other variables. Other data required to make analyses regarding the relationship of situational variables to climate and press were to be obtained from the latest census data, the Dictionary of Occupational Titles and the Occupational Handbook.

To test the significance of the variables in relation to perception of organizational climate and environmental press, the chi-square procedure was to be used. It was determined that this would be an appropriate test in that the data would be reported in the form of frequencies. The problem of the pilot study analysis was to determine if the obtained data departed from a random or chance distribution.

All the principals of high schools within the geographical area to be included in the major study responded to a questionnaire.[1] The questionnaire solicited information related to the school selection criteria. In reviewing the responses, it was noted that only 21 schools met all of the criteria. In order to have as large a sample as possible for the major study, it was decided that three schools would be selected to participate in the pilot study and that they would not be taken from the group which met all of the selection criteria. It also was decided that if selection criteria had to be violated, those which could be violated without seriously affecting the purposes of the pilot study were: (1) the size of the school and (2) the requirements of a school having a full-time principal. Based on the last decision, one of the three selected schools did not have a full-time principal and had a total enrollment less, though insignificantly less, than the criterion minimum. The other two schools selected had total enrollments greater than the criterion maximum, but not significantly greater. In all other respects, they met the selection criteria.

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[1] A copy of the questionnaire appears in Appendix E.

After the eligible schools were identified, a letter was mailed to the superintendent of the school corporation in which the eligible school was located. The letter sought the superintendent's approval to conduct the pilot study in his school corporation and his permission to contact the principal of the high school. The letter also included a statement of the purpose of the pilot study and outlined the procedures for data collection. A sample copy of the letter appears in Appendix F, section I.

All three superintendents gave their approval to conduct the pilot study in their school corporations. When the superintendent's approval was received, a letter was then mailed to the high school principal seeking his permission to collect data from his school. Included with the letter was a copy of the letter that had been mailed to his superintendent noting the latter's approval. The letter to the principal also suggested a tentative date for a meeting between the investigator and the principal to discuss the details of the data collection. A sample copy of this letter appears in Appendix F, section II.

The principals of the three schools agreed to participate in the pilot study and to meet with the investigator on the date and at the time suggested During the meeting with the principal which lasted approximately one hour, the following arrangements were made: (1) how students would be selected from the school to serve as subjects; (2) what staff personnel would respond to the OCDQ; and, (3) the date and time the data would be collected from the prospective respondents. These arrangements were made within limits set by predetermined guidelines. The guidelines stipulated that the student sample be stratified by grade level and that there be a 5 per cent sample of students from each grade level The guideline also indicated that a 25 per cent random sample of teachers from each of the pilot study schools respond to the OCDQ.

Two of the schools used in the pilot study were large high schools. Student subjects in these schools were taken from study halls which the respective principals indicated were, in essence, randomly populated and contained students from all grade levels. In the third school, all students were used as subjects. The reason for this is explained later Teacher subjects from the two large high schools were randomly selected from a list of teachers for each of the schools. All of the faculty in the small high school were asked to respond to the OCDQ. Each of the selected teacher respondents was mailed a letter which described the purpose of the pilot study and asked his cooperation. A sample copy of the letter appears in Appendix G.

The investigator personally administered the HSCI and the Student Report Form to all student subjects, and the OCDQ to teacher subjects in two schools. For one of the high schools, the investigator requested that teachers respond to the OCDQ on their own at a time convenient for them. This procedure was followed for this school on the recommendation of the principal. He made this recommendation because the date tentatively selected for teachers to respond to the OCDQ fell during the last week of the school year and he believed that they would not have time to get together as a group and could more readily respond to the instrument individually. As a result, special instructions were prepared to enable this sample of teachers to respond to the OCDQ individually. This approach also served as a test to see if individuals could respond to the OCDQ by themselves.

Table 3.1 shows the schools involved in the pilot study, the counties in which they are located, the grade level organization, total staff and enrollment.

Table 3.1

SCHOOLS INCLUDED IN PILOT STUDY SAMPLE

School	Grade Organ.	Total Staff	No. Students By Grade Level				Total No. Students
			9	10	11	12	
Large High School No.1	10-12	63		421	412	364	1,197
Large High School No.2	10-12	49		341	311	283	935
Small High School No.3	9-12	11	23	28	20	25	96

Table 3.2 shows the number of responses to the OCDQ, the percentage of total staff responding, the number of responses by grade level to the HSCI and the percentage of student respondents to total school enrollment.

Table 3.2 indicates that small high school No. 3 had a higher climate indicator response for both teachers and students than was required by the guidelines. This was due to having all students and teachers respond to the instruments. Application of the guidelines to the small high school would have made the obtained samples of students and teachers very small and would have rendered the resultant data virtually meaningless. Thus, it was decided to collect data from all students and teachers.

Table 3.2

RESPONSES TO CLIMATE INDICATORS STAFF AND STUDENTS

School	No. of Staff Respondents	Percent of Total Staff	No. Students By Grade Level				Total	Percent Enrollment
			9	10	11	12		
Large High School No.1	16	25	0	21	21	15	57	4.76
Large High School No.2	13	25	0	11	16	12	39	4.17
Small High School No.3	9	81	23	26	19	24	92	95.83

As the data were being collected and during the period immediately following, several unexpected problems appeared. One of the problems involved the length of time it took a student to respond to the HSCI. Stern[2] indicates that, for most college freshmen, it takes 30 minutes to complete the College Characteristics Index (CCI). Since the HSCI has the same number of items as the CCI and is responded to in exactly the same manner, it was anticipated that most high school students would be able to complete the HSCI in 90 minutes. The pilot study indicated that it took most students more than 90 minutes and in many cases 120 minutes to complete the instrument. A small percentage of the students did complete it in less than 60 minutes.

The problem to be faced was whether or not principals would agree to give the investigator two hours of student time in a school day. The principals of the schools in the pilot study sample indicated that they probably would not have offered their schools for participation in the study if they had known that this much time was required of the students. They justified their probable refusal on the basis of not wanting to take students out of classes. A number of other high school principals were asked by the investigator whether they would have participated in a study which would require two hours of student time. These principals responded in the same manner as did the principals of the pilot study schools, and for the same reason.

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[2] George G. Stern, Scoring Instructions and College Norms: Activities Index, College Characteristics Index (Syracuse: Psychological Research Center, Syracuse University, 1963), p. 3.

Before attempting to resolve this problem, the investigator subjected the HSCI responses to a factor analysis. The purpose of the factor analysis was twofold: (1) to determine whether the items of the HSCI grouped together to form the scales developed by the author, and (2) to provide additional information in order to resolve the time problem.

The HSCI responses were prepared and subjected to factor analysis by the varimax rotational solution. Special handling of the input was required in that the computer program used could not provide an output for a 300 x 300 variable matrix. The results for this approach were negative; that is, the HSCI items, as obtained for this sample, did not cluster as they should have.

A second approach to the factor analysis was then undertaken and the HSCI responses were subjected to an orthogonal solution. Again, special handling of the input was required to accommodate such a large matrix. This approach, as the first, yielded negative results and for the same reason.

These results presented the investigator with a second problem and compounded the first problem. The investigator was now faced with the problem of whether the HSCI was a measure of environmental press as it was defined and interpreted for the study.

After careful consideration, it was decided that the present form of the HSCI did not measure environmental press as defined and interpreted for the study. This meant that another instrument had to be found or developed that would provide the required measurement. It was then decided to develop an instrument that would more adequately meet the needs of the research. This decision resolved the problem of length of administration time.

At this point, it was decided to terminate the pilot study as it had been planned and to work on the development and testing of an instrument to assess environmental press as defined and interpreted for the major study. The instrument developed consisted of a hundred items taken from the HSCI. The procedures used to develop the instrument (the High School Press Index HSPI) are described in a later section of this chapter.

Although the pilot study was not completed as planned, it provided information which was important. The pilot study, in effect, turned out to be a field test of the HSCI. It also demonstrated that the OCDQ can be self-administered if printed instructions accompany the instrument. However, in the sense that the pilot study was to test the effects of selected situational variables on perception of organizational climate and environmental press, it can be considered a failure. On the other hand, it can be considered a success and an important contribution to the major study in that it made the investigator aware of the limitations of one of the instruments. It also provided the investigator with time to develop and test an instrument to meet the requirements of the major study before it was necessary to administer it in the sample schools.

The Instruments

Three instruments were used to gather the data for analysis. They were: the *Organizational Climate Description Questionnaire* (OCDQ), the *High School Press Index* (HSPI), and the *Judges Rating Scales* (JRS). A copy of each of these instruments can be found in Appendix A.

Organizational Climate Description Questionnaire (OCDQ)

The OCDQ was developed by Andrew W. Halpin and Don B. Croft.[3] The questionnaire was not published as a separate instrument, and permission for its use was granted by the Midwest Administration Center, University of Chicago, and the Macmillan Company, New York. Although the OCDQ was designed to describe the organizational climate dimensions of elementary schools, it has also been used to describe the organizational climate of secondary schools, as noted in Chapter II.[4] The questionnaire contains 69 Likert-type response items, 64 of which are used in describing climate. The five items not used in scoring are buffer items and were added by Halpin solely to fill out the space on the IBM mark-sensing cards on which he had printed the OCDQ items. Each item is a brief statement of a situation involving an interpersonal behavior of teachers and principals. The respondent is asked to decide how typical the described behavior is of his principal, fellow teachers or his school generally. For scoring, the responses are grouped into eight categories, each measuring one of eight dimensions of organizational climate. Four dimensions describe teachers' behavior and four describe the principal's behavior. Descriptions of the eight dimensions are presented below.

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[3] Andrew W. Halpin, and Don B. Croft, *The Organizational Climate of Schools* (Chicago: Midwest Administration Center, the University of Chicago, 1963).

Teachers' Behavior

1. Disengagement refers to the teachers' tendency to be "not with it." This dimension describes a group which is "going through the motions," a group

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[4] See pages 27-43.

that is "not in gear" with respect to the task at hand. It corresponds to the more general concept of anomie as first described by Durkheim. In short, this subtest focuses upon the teachers' behavior in a task-oriented situation.

2. Hindrance refers to the teachers' feeling that the principal burdens them with routine duties, committee demands, and other requirements which the teachers construe as unnecessary busy-work. The teachers perceive that the principal is hindering rather than facilitating their work.

3. Esprit refers to "morale." The teachers feel that their social needs are being satisfied, and that they are, at the same time, enjoying a sense of accomplishment in their job.

4. Intimacy refers to the teachers' enjoyment of friendly social relations with each other. This dimension describes a social-needs satisfaction which is not necessarily associated with task-accomplishment.

Principal's Behavior

5. Aloofness refers to behavior by the principal which is characterized as formal and impersonal. He "goes by the book" and prefers to be guided by rules and policies rather than to deal with the teachers in an informal, face-to-face situation. His behavior, in brief, is universalistic rather than particularistic; nomothetic rather than idiosyncratic. To maintain this style, he keeps himself--at least, "emotionally"--at a distance from his staff.

6. Production Emphasis refers to behavior by the principal which is characterized by close supervision of the staff. He is highly directive and plays the role of a "straw boss." His communication

> tends to go in only one direction, and he is not sensitive to feedback from the staff.

7. Thrust refers to behavior by the principal which is characterized by his evident effort in trying to "move the organization." "Thrust" behavior is marked not by close supervision, but by the principal's attempt to motivate the teachers through the example which he personally sets. Apparently, because he does not ask the teachers to give of themselves any more than he willingly gives of himself, his behavior though starkly task-oriented, is nonetheless viewed favorably by the teachers.

8. Consideration refers to behavior by the principal which is characterized by an inclination to treat the teachers "humanly," to try to do a little something extra for them in human terms.[5]

These dimensions or subtests are scored separately for each respondent. Halpin suggests that subtest scores be combined to determine a school score. The pattern formed by the eight subtest scores for a school determines the type of organizational climate found in that particular school.

Halpin identifies six distinct climates, names them, and places them on a continuum, as follows: Open, Autonomous, Controlled, Familiar, Paternal, and Closed.[6] He indicates that the six climates can be placed into three groups: (1) the first two indicating an Open type climate; (2) the third and fourth indicating an Intermediate type climate, and (3) the last two describing a Closed type climate. Measures of a particular school's climate can then be described in terms of its relative Openness or Closedness.

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[5] Andrew W. Halpin, Theory and Research in Administration (New York: Macmillan Company, 1966), pp. 150-151.

[6] Ibid., p. 135.

A simple technique has been used by Null[7] and later by Sargent[8] to determine the relative openness or closedness of climate for a school. In a letter to Null, Croft recommended that a measure of openness could be determined by subtracting the average Disengagement score of a school from the sum of its average Esprit and Thrust scores. Thus, the higher the score a school obtains by such calculation, the more open is its climate. This method of determining openness or closedness is also used in this study.

Various combinations of the subtests were used by Halpin and Croft to describe each of the climates. It is the purpose of this study to work with only the three major groups of climate classifications. This being the case, only the open and closed climates need be defined. A description of the intermediate climate will not be given. If it were given, it would be somewhere between the descriptions of open and closed climates. Halpin describes the Open Climate as depicting

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[7] Eldon J. Null, "The Relationships Between the Organizational Climate of a School and Personal Variables of Members of the Teaching Staff" (unpublished Ph.D. dissertation, University of Minnesota, Minneapolis, Minnesota, 1965), p. 183.

[8] James C. Sargent, Organizational Climate of High Schools (Danville, Illinois: Interstate Printers and Publishers, Inc., 1967), p. 5.

> . . . a situation in which the members enjoy extremely high Esprit. The teachers work well together without bickering and griping. They are not burdened by mountains of busy-work or by routine reports; the principal's policies facilitate the teachers' accomplishment of their tasks. On the whole, the group members enjoy friendly relations with each other. The teachers obtain considerable job satisfaction, and are sufficiently motivated to overcome difficulties and frustrations. They possess the incentive to work things out and to keep the organization "moving." Furthermore, the teachers are proud to be associated with their school.
>
> The behavior of the principal represents an appropriate integration between his own personality and the role he is required to play as principal. In this respect his behavior can be viewed as genuine. Not only does he set an example by working hard himself but, depending upon the situation, he can either criticize the actions of teachers or go out of his way to help a teacher. He possesses the personal flexibility to be genuine whether he be required to control and direct the activities of others or to show compassion in satisfying the social needs of individual teachers. He has integrity in that he is "all of a piece" and therefore can function well in either situation. He is not aloof, nor are the rules and procedures which he sets up inflexible and impersonal. He does not

> have to emphasize production; nor does he need to monitor the teachers' activities closely . . . he has the ability to let appropriate leadership acts emerge from the teachers . . . Withal, he is in full control of the situation, and he clearly provides leadership for the staff.[9]

He describes the Closed Climate as one that

> . . . marks a situation in which the group members obtain little satisfaction in respect to either task-achievement or social needs . . . the principal is ineffective in directing the activities of the teachers; at the same time, he is not inclined to look out for their personal welfare.
>
> The teachers are disengaged and do not work well together; consequently, group achievement is minimal . . . The principal does not facilitate the task-accomplishment of the teachers. . . Esprit is at a nadir, reflecting low job satisfaction in respect to both job satisfaction and social-needs satisfaction . . . teachers . . . obtain satisfaction from their friendly relations with other teachers . . .
>
> The principal is highly aloof and impersonal in controlling and directing the activities of the teachers . . . He emphasizes production and frequently says that "we should work harder." He sets up rules and regulations about how things should be done and these rules are usually arbitrary . . . he is not genuine in his actions. He is not concerned with the social needs of teachers; in fact, he can be depicted as inconsiderate . . . His cry of "let's work harder" actually means, "you work harder." He expects everyone else to take the initiative, yet he does not give them the freedom required to perform whatever leadership acts are necessary. Moreover, he himself, does not provide adequate leadership for the group.[10]

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[9] Halpin, op. cit., pp. 174-175.

[10] Ibid., pp. 180-181.

The subtests of the OCDQ were developed through the use of factor analysis and with the application of sophisticated statistical techniques. Halpin and Croft computed reliability coefficients for the eight subtests of the OCDQ and found that they ranged from .26 to .84.[11] All but one of the subtests have reliability coefficients of .55 or greater.

Andrews[12] reports on a number of validity studies related to the OCDQ. The major method used in these studies was the construct validity approach. The studies were based on a sample of 165 Alberta schools having five or more teachers, a principal and four different organizational configurations.

The distributions of climates for the elementary schools in Andrews' sample do not differ from those of the Halpin and Croft sample. Applicability of the OCDQ for assessment of climate in the other organizational configurations of the Alberta sample were studied. Three different tests were undertaken toward ascertaining this applicability. The evidence from these tests led Andrews to conclude that the OCDQ is as valid for other kinds of schools as it is for elementary schools.

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[11] Halpin and Croft, op. cit., p. 49.

[12] John H. M. Andrews, "School Organizational Climate: Some Validity Studies," Canadian Education and Research Digest (December 1965), V, No. 4, 317-334.

Andrews conducted a number of other validity tests. He found that intercorrelations of subtest scores indicated high validity. He also found that correlation between certain characteristics of school staffs and subtest scores demonstrated a large number of relationships which were consistent with theory. Andrews also reports on a number of studies completed by others which tend to indicate validity of the OCDQ. These studies show that there are significant relationships between the OCDQ and the Leader Behavior Description Questionnaire (LBDQ), and between the OCDQ and the Meyers-Briggs Type Indicator.

Mehra[13] used the OCDQ to study the organizational climate in a sample of secondary schools in the State of Delhi, India. He replicated the techniques used in the Halpin and Croft study and found the OCDQ to be a valid indicator of organizational climate. Mehra suggests that the OCDQ can be used to measure the organizational climate of secondary schools in India with modifications to abrogate differences in cultural and administrative conditions.

Several studies have been completed which question the validity of the OCDQ. Pritchard[14] used the ratings of non-faculty elementary school personnel to study the concurrent validity of the OCDQ. He compared the responses of non-faculty subjects to a 16 item short form of the OCDQ with the OCDQ ratings of teachers and principal from the same school.

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[13] Nermal Mehra, "Organizational Climates of Secondary Schools; State of Delhi, India" (unpublished Ed.D. dissertation; University of California, Berkeley, California, 1967).

[14] James L. Pritchard, "Validation of the Organizational Climate Description Questionnaire against Perceptions of Non-Faculty School Personnel"(unpublished Ed.D. dissertation; Stanford University, Palo Alto, California, 1966).

Pritchard reports that, in most schools, the non-faculty agrees with the faculty in perception of the type of school climate, relative to the six climates identified by Halpin and Croft. But, he indicates, the Halpin and Croft method of classifying schools into climates based on the similarity of the school profile to one of six prototypic profiles has questionable validity if the climate description given by Halpin and Croft represents valid descriptions of characteristic teacher-principal interactions.

Watkins[15] questioned the validity of the OCDQ for use with junior and senior high schools. He administered the OCDQ to the faculties of nine upper level schools; some were junior high schools and some were senior high schools. Using the Halpin and Croft climate classifying procedure, Watkins found only one of the schools to have Open tendencies; one junior high school had a Controlled climate; five schools were classified as extremely Closed;

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[15] J. Foster Watkins, "The OCDQ - An Application and Some Implications," Educational Administration Quarterly, (Spring 1968), IV, No. 2, 46-60.

and three of the nine schools received Paternal climate classifications. Watkins' questioning of the validity of the OCDQ for use with junior and senior high schools, however, resulted from subjective evaluations made of the schools in his sample. Because of his familiarity with the schools, Watkins raised some doubt about the instrument's ability to identify the intermediate climates, controlled and familiar.

The form of the OCDQ used by respondents for this study has nine biographical items prefixed to it. The items sought data relating to the current position of the respondent, sex, age, marital status, degree held, type of certification, years of experience in education and at the school the respondent is employed, and location of residence. Information obtained from these items will be used to give a general description of the respondents.

High School Press Index (HSPI)

The HSPI is an adaptation of the High School Characteristics Index (HSCI) developed by George G. Stern. It is conceptually different from the HSCI, however, in that it is based on a limited and structured definition of environmental press, and operationally different in that it is scored differently. The purpose of the HSPI is to elicit student perception of the environment of a high school in high, low, or neutral press terms. The

HSPI consists of 100 items taken from the pool of 300 items in the HSCI. Items for inclusion in the HSPI were determined by a panel of five judges, all expert in the theory and practice of high school teaching and administration.

The five judges are professors in Purdue University's Department of Education, Educational Administration and Curriculum Section. Each of the five judges was given the definition of environmental press (as stated in Chapter I), a copy of the HSCI and rating directions. The directions required the judges to: (1) place a "+" before any HSCI item they believed to be descriptive of a characteristic or situation which was opposite the given definition of press; (2) place a "-" before any HSCI item they believed to be descriptive of a characteristic or situation which was in agreement with the definition of press; and (3) to place an "0" before any item thought to be neutral or not characteristic of the definition of press. Each of the judges placed the HSCI items into the three groups independently.

Only those HSCI items which received the same classification from four or more judges were considered as candidates for the HSPI. One hundred forty-seven items fell into this category. Of these, the judges unanimously agreed on the classification of 55 items. They agreed that 28 were high press items, 22 were low press items, and that five were neutral press items. The remaining 92 items made up the 80 per cent category or items agreed upon by four out of five judges. It was arbitrarily decided that the HSPI should consist of 46 high press items, 44 low press items, and 10 neutral press items.

The 100 items included in the HSPI were then selected from the new pool of HSCI items. Twenty-two of those placed on the scale were randomly selected from the 28 high press items in the 100 per cent category or items agreed upon by all of the judges. The balance of the 46 high press items to be included on the scale were randomly selected from the 26 high press items in the 80 per cent category. All 22 of the 100 per cent category low press items were placed on the scale. The additional 22 low press items needed to give 44 low press scale items were randomly selected from the items in the 80 per cent category. Five neutral press items were randomly selected from 41 neutral press items in the 80 per cent category and added to the five neutral press items from the 100 per cent category to complete the scale. The 100 items are presented by press category in Appendix A.

Because of copyright restrictions, permission was not granted to prepare the 100 items which make up the HSPI as a separate instrument. Consequently, subjects responded to the selected items from the published HSCI booklet. The introduction and directions for answering printed on the HSCI booklet were applicable to the HSPI and were followed by the subjects.

The HSCI is a forced choice instrument which requires the subject to respond either "true" or "false" to the items presented. Each item is a brief statement about high school life. They are each based on items referring to the curriculum, to teaching and classroom activities, to rules, regulations and policies, to student organizations, activities and interests, to features of the building and grounds, to services and facilities, and to relationships among students and faculty. The respondent is asked to decide whether the statement is or is not generally characteristic of his high school, whether it is something which might or might not occur, or whether it is or is not the way people tend to feel or act. For the purpose of scoring, the responses to the HSCI items are grouped into 30 scales of 10 items each.[16] Each scale measures one of 30 psychological dimensions of environmental press.

The HSPI is scored by grouping 90 of the items into two scales: one containing 46 items, and the other 44 items. The 46 item scale is a measure of high press, and the 44 item scale is a measure of low press. The 10 neutral press items are not scored. Descriptions of the two press dimensions are presented below.

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[16] George G. Stern, Scoring Instructions and College Norms: Activities Index, College Characteristics Index (Syracuse, N.Y.: Psychological Research Center, Syracuse University, 1963).

> The _High Press_ dimension is used to describe a student body which finds its surroundings strictured by school rules, regulations, procedures, staff, and program. Students are frustrated by the limitations imposed upon them in their search for self-actualization, personal integration and heterogeneity.
>
> The _Low Press_ dimension is used to characterize a student body which has adjusted itself to the limitations of its surroundings. Students accept the rules, regulations, and procedures of the school and use them as guides in a program of development, learning, and maturation. They do not perceive their situation and interactions with faculty to be restrictive, controlled or dictatorial in nature, practice or intent.

The 30 scales of the HSCI parallel those of the CCI and the AI and are equal in number and definition. The individual items of the HSCI were derived from the CCI and in many instances are the same item. Stern completed reliability coefficients for the 30 scales of the HSCI from data gathered from nine widely-scattered high schools. Using the Kuder-Richardson Formula 20, he reports reliability coefficients ranging from .28 to .77. All but eight of the scales have reliability coefficients beyond .50.[17]

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[17] George G. Stern, _People in Context_ (Sytacuse, N.Y.: Syracuse University, 1967), II, 369. (Manuscript).

A search of the literature identified only one validity study of the HSCI. The study was completed by Ramey[18] to test the empirical validity of obtained clusters of HSCI items in measuring the characteristics of four manifestly different high schools.

Ramey administered the HSCI to a sample of 500 junior students from three high schools of a single suburban high school district and cluster analyzed their responses. Twenty clusters were extracted from the responses and accounted for all 300 items of the HSCI. Ramey reports that only six clusters had adequate reliability. These six clusters included 196 items.

Ramey identified four high schools which had manifestly different environments and administered the HSCI to fifty students from each of the schools. The 200 responses were scored using the six cluster-based keys. He used the single classification analysis of variance technique to list differences among schools on each of the clusters.

Ramey found that a few of the six clusters of items accounted for a large proportion of the variance. He indicates that scales derived from these clusters could be used to measure the environmental press of high schools particularly if they are prejudged to be manifestly different.

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[18] William E. Ramey, "A Study of Selected Variables of the High School Characteristics Index" (Dissertation Abstracts; unpublished Ed.D. dissertation, Arizona State University, 1964).

The validity of the HSPI was tested by assessing the difference between means from data collected in two manifestly different samples of high school students. It was determined that the t-statistic was best suited to accommodate the analysis of the data collected. The t-statistic is used for testing hypotheses about the difference between two means ($\mu_a - \mu_b$).

Forty-four students from schools, one public and one parochial, were tested. Thirty-four of the subjects were students at the public school and ten at the parochial school. The subjects were representative of students from Grades 10, 11, and 12. Half the subjects were identified as high press perceivers and the other half as low press perceivers. The criterion used for the selection of students as high or low press perceivers was based on the dimensions of press defined above. The chairman of the guidance department in each of the schools made the actual identification of type of student.

The students, separated into two groups in each school, were asked to respond to the 100 items of the HSCI which made up the HSPI. The respondents remained anonymous and used their school as the only referent. The responses were then scored by group and the t-statistic calculated. These data appear in Appendix B.

An hypothesis of no difference between sample means was rejected at the .001 level of significance when $t_{obs} = 4.93$. Thus it was concluded that the HSPI provided an applicable measure of student perception of high school environment as being either high press or low press.

Judges Rating Scale

The Judges Rating Scale (JRS) has been developed for this study by the investigator. It is designed to obtain ratings of schools related to their program, organization, human and material resources. The JRS contains four subscales totaling 75 items. Each of the subscales assesses one of the four components of the Logical Structure Theory and is based upon the concepts subsumed from the theory. The items are rated on a five point scale where "1" signifies inferior and "5" signifies superior. The items on each of the scales assess salient aspects of the school that are within the domain of the component. The judge is asked to decide the level of superiority of the school and rate it in relation to the factor described in an item. Scoring is facilitated by grouping items under the respective components which they assess. A subscale score is derived by summing the respective subscale items. Each subscale is scored separately.

Descriptions of each component precede the items of each subscale as they appear in the JRS. These descriptions appear in Appendix A, section IV, pp. 3-10.

Particular attention was given to face validity during the period of the scale's construction. As a result, the scale reflects a high degree of this type of validity.

Principal Data Report Form and Principal Interview Guide

Several techniques were used to collect supplementary information for this study. The additional information collected was used to supply the respondents of the JRS with details about a school's program, organization, human and material resources. Included in this category are the Principal's Data Report Form and the Principal Interview Guide, both of which were developed by the investigator. Each participating school submitted additional information which the judges used to get an estimate of the level of the school's superiority on the four assessed components. Included in this category are the faculty handbook, student handbook, course descriptions, floor plan of the building and class schedules. A memorandum sent to each principal listing the additional types of information needed appears in Appendix C, section I.

The Principal's Data Report Form required the building principal to supply information about his school relative to the four components being assessed. One part of the form, dealing with the human resources of the school, consists solely of tables which the principal was to complete. The remaining three parts - dealing with program, organization and materials resources - consist of items which relate to the salient aspects of the respective component. The principal was asked to respond to these items in a fashion analogous to the response set of the *Evaluative Criteria*.[19]

The *Principal Interview Guide* was developed to elicit information about the school related to the four components which could not be obtained through the *Principal's Data Report Form*. The guide contains 22 questions which can be responded to in approximately 30 minutes. The questions are phrased to elicit from the principal an extended response rather than a yes or no response.

Both the *Principal's Data Report Form* and *Principal Interview Guide* are included in the Appendix (see Appendix C, section II, and Appendix D, respectively).

Population and Sample

The population for this study consisted of principals, teachers (including counselors and deans) and students from public secondary schools in northwest-central Indiana. From this population, secondary schools were selected which met the following criteria. They had to:

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[19] National Study of Secondary School Evaluation, *Evaluative Criteria* (Washington, D.C.: National Study of Secondary Schools, 1960).

1. have a full-time principal,
2. contain Grades 9 through 12 or 10 through 12,
3. be part of a corporation which has a student population of 1,000 or more in Grades 1 through 12,
4. have an enrollment of not fewer than 150 or more than 950 pupils,
5. house students in Grades 9 through 12 or 10 through 12 only.

The geographical area used in the study consisted of 22 counties. They were: Benton, Boone, Carroll, Cass, Clinton, Fountain, Fulton, Hamilton, Hendricks, Howard, Jasper, Miami, Montgomery, Newton, Parke, Pulaski, Putnam, Tippecanoe, Tipton, Warren, White, and Vermillion.

Within the 22 counties, 21 schools met the selection criteria. Five of the 21 schools denied a request to be included in the study. This denial resulted in a reevaluation of the schools considered for inclusion in the population and an adjustment in Criterion 5. Criterion 5 was then broadened to include those schools which housed Grades 9 through 12 or 10 through 12 which were on the same campus as a junior high school but which had their own facilities and shared only the cafeteria, gymnasium, library and swimming pool (if one was available). This extension of Criterion 5 brought two schools into the population. Eighteen schools then made up the final sample of schools to be included in the study.

Table 3.3 shows the schools involved in the study, the counties in which they are located, their grade level organization, the total number of staff (excluding administrators) and enrollment.

As indicated earlier, subjects for the study included teachers, principals and students. In each of the participating schools, all teachers and the principal were asked to respond to the organizational climate indicator. There were 18 principals and 699 teachers in the schools studied. Of these, seven principals responded to the climate indicator as did 488 of the teachers. There was a total organizational climate indicator response of 595. The 100 additional responses came from individuals other than building principals and classroom teachers. These additional respondents were assistant principals, counselors, librarians, and A-V specialists. Table 3.4 shows the number of staff responses from each school.

Approximately 50 students from each school were asked to respond to the environmental press indicator. The students selected as subjects were taken from each grade level in the senior high school. Table 3.4 shows the number of student subjects by grade level for each school.

The principals of the two high schools which share a building with a junior high school did not follow directions for selecting students to respond to the HSPI or

Table 3.3

SCHOOLS INCLUDED IN RESEARCH SAMPLE

School / County	Grade Organization	Total No. Teachers	Number of Students by Grade				Total No. Students
			9	10	11	12	
Benton County							
Benton Central Jr.-Sr. High School	7-9 & 10-12	48		291	279	240	810
Boone County							
Lebanon Senior High School	10 - 12	40		234	238	202	674
Carroll County							
Carroll High School	9 - 12	28	126	124	108	122	480
Cass County							
Lewis-Cass High School	7-9 & 10-12	40	187	150	140	154	631
Clinton County							
Frankfort High School	10 - 12	48		353	225	221	799
Fulton County							
Rochester Community High School	9 - 12	35	173	145	159	164	641
Hamilton County							
Hamilton Heights High School	9 - 12	28	131	113	127	85	456
Noblesville High School	9 - 12	46	223	214	197	201	835
Jasper County							
Rensselaer Central High School	9 - 12	43	185	168	181	162	696

Table 3.3 (cont'd)

School / County	Grade Organization	Total No. Teachers	Number of Students by Grade				Total No. Students
			9	10	11	12	
Miami County							
Maconaquah High	9 - 12	39	278	208	203	156	845
Peru High School	10 - 12	39		278	262	260	800
Oak Hill High School	9 - 12	40	187	185	146	136	654
Tippecanoe County							
Southwestern High School	9 - 12	28	132	108	104	110	454
Wainwright High School	9 - 12	24	112	109	92	79	392
West Lafayette High School	9 - 12	49	178	214	181	169	742
Tipton County							
Tipton High School	9 - 12	47	245	191	222	188	846
White County							
Twin Lakes High School	11 - 12	38			220	207	427
Vermillion County							
Clinton High School	9 - 12	39	201	151	157	169	678

Table 3.4

RESPONSES TO CLIMATE INDICATORS STAFF AND STUDENTS

School	Number of Staff Respondents	Percent of Total Staff	Number of Students by Grade				Total	Percent of Enrollment
			9	10	11	12		
51	25	86.2	12	12	13	13	50	10.4
52	35	87.5	14	12	11	14	51	7.5
53	31	62.0	0	16	17	14	47	5.8
54	27	93.1	15	15	13	7	50	10.9
55	26	63.4	0	20	11	14	45	6.7
56	38	88.3	21	13	7	10	51	7.1
57	34	82.9	13	13	13	12	51	6.0
58	42	87.5	19	11	0	19	49	5.9
59	32	78.0	12	15	13	14	54	8.3
60	20	48.7	0	17	17	16	50	6.3
61	39	86.6	13	13	11	13	50	7.2
62	35	94.5	10	11	20	9	50	7.8
63	23	76.6	3	13	4	24	44	9.7
64	42	85.7	15	14	12	10	51	6.0
65	37	94.8	0	18	17	16	51	11.9
66	23	92.0	3	17	13	17	50	12.8
67	49	98.0	14	11	12	8	45	6.1
68	37	77.0	14	12	9	14	49	4.3*

*For Grades 10, 11, 12 only.

teachers to respond to the OCDQ. Since the number of respondents in both cases was small in comparison to the total number of respondents, it was decided to include them in the study and ensuing analysis.

Procedures for the Collection of Data

Twenty-two counties in northwest-central Indiana were identified as the geographical base from which to draw a sample of high schools for this study. The high schools within the geographical area were identified from a list of all secondary schools in Indiana. The list was obtained from the State Department of Public Instruction, and it included those secondary schools which were in operation during the 1966-67 school year. From the list, 101 schools were tentatively identified as possible participants. To verify whether schools met the criteria for inclusion in the sample, an introductory letter and questionnaire were mailed to each principal. The questionnaire solicited information related to the selection criteria. The information was subsequently used to determine what schools would be asked to participate. When the questionnaires were returned, they were reviewed to identify eligible schools. Those principals who did not return the questionnaire within three weeks of the initial mailing were sent follow-up letters and another copy of the questionnaire. After all the questionnaires were in, 21 of the 101 schools were identified as meeting the criteria for inclusion in the study. A copy of the initial letter and the questionnaire appear in Appendix E.

After the eligible schools were identified, a letter was mailed to the superintendent of the school corporation in which the eligible school was located. The letter sought the superintendent's approval to conduct the study in his school corporation and his permission to contact the principal of the high school. The letter also included a statement of the purpose of the study and outlined the procedures for data collection. In all, 17 letters were mailed. A sample copy of the letter appears in Appendix H, section I.

Fifteen out of the 17 superintendents gave their approval to conduct the study in their school corporations and to contact the high school principals. The 15 superintendents were the chief school officers for 17 of the 21 eligible high schools. Two superintendents did not give their approval, and further communication with them and their school corporations was terminated.

When the superintendent's written approval was received, a letter was then mailed to the high school principal seeking his permission to collect data from his school. Included with the letter was a copy of the letter that had been mailed to his superintendent noting the latter's approval and a card for the principal to use in responding to the query. The letter also suggested a tentative date for a meeting between the investigator and the principal to discuss the details of the data collection. A sample copy of the letter appears in Appendix H, section II.

The response cards were returned by 16 principals within two weeks of their mailing. One principal did not respond and was telephoned to see if he received the correspondence. He said that he had and that he would meet the investigator on the date suggested. All the principals indicated their willingness to meet with the investigator. The meetings took place during the first three weeks of November 1968.

During the meetings, each of which lasted approximately one hour, the purpose of the study was reviewed and discussed in detail with the principal. The techniques for data collection, as well as the instruments to be used, were also discussed. The principals were each given a sample copy of each instrument. The problems which each principal thought might arise from the data collection techniques or from the content of the instruments were discussed and resolved. At the conclusion of each meeting, the principal was asked to make a final decision regarding his willingness to cooperate with the investigator. Sixteen of the 17 principals agreed to participate, and one principal refused.

It was decided at this point that at least 18 schools should be included in the sample to provide sufficient data to enable the investigator to make an analysis. As a result, the questionnaires were reviewed again, and two more schools were identified as possible participants. These two high schools contained Grades 10 through 12 but shared a building with a junior high school. An adjustment was made in the selection criterion that required a sample school to be housed in a building containing only Grades 9 through 12 or 10 through 12. This adjustment made the two schools eligible for the study.

It was believed that this criterion could be adjusted without seriously affecting the homogeneity of the sample. The adjustment was made to include those high schools which shared a building with a junior high school; and consideration was given only to those cases where limited facilities were shared (i.e., gymnasium, cafeteria, library and swimming pool), if the high school had a separate faculty and its own principal, and if it was sufficiently independent in its program and organization.

The format for securing approvals for collecting data from the two additional schools was the same as that for the other schools. Both principals agreed to cooperate with the investigator, and the schools were included in the sample. This brought the total number of participating schools to 18.

During each meeting, the investigator and the principal agreed upon a date and time for the administration of instruments to faculty and students and for the structured interview with the principal. The date selected for the collection of data was in all cases two or more months after the date of the meeting. During this interval, the investigator identified a random sample of students by grade level from each school and notified the principal of the students selected. This in turn allowed the principal time to inform teachers and students of the forthcoming data collection and its purposes. It also allowed teachers time to adjust their lesson plans.

All teachers and the principal were asked to respond to the OCDQ. Table 3.4 on page 96 shows the number of teacher respondents and the percentage of respondents to the total teaching staff. Through an apparent misunderstanding of the directions, only seven principals responded to the OCDQ.

Fifty students from each school were to participate. To get a representative picture of student perception of environmental press, a stratified random sample of students was used. The percentage used to determine the stratified random sample was computed by taking the total number of students in one grade and dividing that number by the total enrollment of the school. The percentage was then multiplied by 50 to determine how many students from each grade level would be needed for the sample.

To make the data collection from students as nondisruptive to the daily routine of the school as possible, two alternatives were followed. One alternative allowed the random selection of any student from a grade level. The other alternative allowed the random selection of any student from a study hall that was sufficiently large and included students from all grade levels In the latter case, a stipulation was added that the study hall be as close as possible to a random representation of the student body. For half of the schools, the first alternative was followed; and the second was followed for the remainder. The principals submitted lists of students by grade level for the school or of a study hall by grade levels, depending upon which alternative was being followed. Students were then randomly selected from the list. Three additional students were arbitrarily selected from each grade level and were designated as alternates. The alternates were to respond to the HSPI in the event the students selected for the basic sample were absent from school at the time data were collected. In six of the sample schools, the absenteeism of the selected students was greater than the number of alternates selected, and this resulted in a student sample of less than 50. In six other schools, more than 50 students were included in the sample.

Once the lists were received by the investigator, students were selected and the principal notified immediately of the names of particular students who were to respond to the HSPI. The principal then notified the students of the date and time they were to respond to the instrument and to what room in the school they should report. Students from each school responded to the HSPI as a group.

Prior to the actual collection of data, two aides were selected and trained to collect the data. One aide was to administer the HSPI and the other to interview the principal. In 13 of the 18 schools, one aide worked with students while the other interviewed the principal. In five schools, the aides worked at different times because of unexpected schedule conflicts which did not allow the principal to be interviewed when the students were being tested.

In 16 of the 18 schools, teachers responded to the OCDQ at a time most convenient for them individually. In two schools, one of the aides administered the OCDQ to the faculty as a group. An instruction period on how to respond to the OCDQ was given by the principal at a faculty meeting in those schools where the teachers responded to the OCDQ individually. The faculty meeting occurred in most schools within a week or 10 days of the date selected for students to respond to the HSPI. During the faculty meeting, the principal distributed the OCDQ, response cards and an envelope to all those present. He also read a statement which included the purpose of the study, how the information obtained from them would be used as well as specific instructions on how to respond to the instrument. A copy of the statement appears in Appendix I.

During the first three weeks of February 1969, all schools were visited and HSPI and OCDQ responses obtained from students and teachers respectively. All principals also were interviewed during this period.

During the last two weeks of January 1969, principals were sent a copy of the Principal Data Report Form (PDRF) to complete. It was to be completed and returned to the investigator by no later than March 15, 1969. Sixteen of the 18 principals returned the form on time. All of the PDRFs were returned by May 15, 1969.

In the period between the mailing of the PDRFs and their return, the investigator identified and conducted a training session for the five judges who were to assess the schools in relation to the Logical Structure Theory.

The criteria for the selection of judges follows. They are presented in order of priority as determined by the investigator. They should:

1. be familiar with the Logical Structure Theory. Familiarity with the Logical Structure Theory means that the individual must have completed a graduate course which deals primarily with the theory and which is taught by the developer of the theory,
2. be or have been a superintendent of schools for at least five years,
3. have a doctorate in educational administration.

Unfortunately, five individuals who could meet all of the criteria were not available to serve as judges. As a result, criteria 2 and 3 were adjusted to accommodate individuals who had less than five years experience as superintendents of schools and who did not have doctorates. In the latter case, the limit was to accept no individual who had less than a minimum of 30 graduate hours beyond the master's degree. Using the adjusted criteria, five individuals were identified and agreed to serve as judges.

A training session was held for the five judges in an attempt to insure a degree of uniformity in individual responses to the Judges Rating Scale. The session was conducted by the investigator and lasted for six hours.

The session began with a review of the purpose of the project and the problem under study. This was followed by a review and discussion of the underlying concepts of the Logical Structure Theory. The judges were then given a packet of materials. Included in the packet were a copy of the Judges Rating Scale and corresponding answer sheet, a Principal Data Report Form, a student handbook, a teacher handbook, a summary of an interview with the principal, and an elaboration for each item on the Judges Rating Scale which defined terms and phrases and gave examples. This latter piece was included to serve as a guide for the judges and to provide them with a uniform interpretation of the concepts incorporated in the four components of the Logical Structure Theory being used. The other material in the packet was prepared specifically for the training session. It was used to simulate the kind of information they would receive and have to use when they responded to the Judges Rating Scale for the schools in the study. The Principal Data Report Form, student and teacher handbooks, and the principal interview summary were written so that information which dealt with the program of the school and its human resources would be rated better then that information which dealt with the organization of the school and its material resources. This was done to provide a criterion for testing the uniformity of the judges' responses to the Judges Rating Scale which would occur after the training session and after each judge had completed the practice exercise. Basically, the materials were preloaded so that the components of program and human resources would appear superior to the components of organization and materials resources. The materials were written so that the differences were not blatantly obvious. They are referred to as the Profile of Community High School.

During the session each item on the Judges Rating Scale was studied and the examples discussed until each judge expressed his understanding of the item and example. Once this was completed, their attention was again drawn to the packet they had received at the beginning of the session. The materials in the packet were simply identified to make certain that each judge had a copy of each item. The judges were then told that they would each assess two components for all 18 sample schools. Each individual was given a number and told which components he was to assess. Table 3.5 shows which components each judge assessed.

Table 3.5

ASSIGNMENT OF INDIVIDUALS TO JUDGE LOGICAL STRUCTURE THEORY COMPONENTS

Judge	Components
1	Program and Human Resources
2	Program and Material Resources
3	Program and Organization
4	Human Resources and Organization
5	Material Resources and Organization

The investigator then reviewed how the materials from the schools in the sample would be rotated among the judges so that the Judges Rating Scale could be applied. Three judges were provided with a cassette tape recorder to enable them to listen to the recordings of the interviews with the principals. Two judges owned a cassette tape recorder and consequently did not need to borrow one.

At the conclusion of the session the judges were told to take the Profile of Community High School and use it as a sample of a school to which the Judges Rating Scale was to be applied. They were told to respond independently to all items. They also were informed that this was a practice exercise to see if they understood how to use the scale. They were not informed as to how the materials were written.

Within 10 days all judges had returned their ratings of the profile school. It was decided that if the responses were similar, that is, if all five judges rated the profile school approximately the same on each of the components, there would be no need to have another training session. It was felt that if the ratings were similar the judges would tend to give consistent responses when assessing the schools in the study sample. To test this notion, it was hypothesized that the two components of program and human resources would receive higher scores which were statistically significant than would the components of organization and materials resources.

The judges' ratings were subjected to a one-way analysis of variance with repeated measures. The null hypothesis of no difference between component scores was tested and the observed F ratio [F = 3.63, df = (3,12)] was found to be significant at the .05 level. Thus, the null hypothesis was rejected, and inspection of the totals for the components indicated that the components of program and human resources received higher scores than did the other two components. The analysis of variance appears in Appendix J.

Because the results conformed closely to the expected ratings, the investigator decided not to conduct another training session and proceeded in preparing the materials from the schools in the sample for distribution to the judges.

A copy of all the materials prepared for the training session appears in Appendix K.

Scoring of the Instruments and Tabulation of the Data

Organizational Climate Description Questionnaire

In sixteen schools, teacher responses to the OCDQ were submitted in a sealed envelope to the principal who returned them to the investigator. In the two schools where the aide administered the OCDQ, response cards were collected and returned to the investigator. Each response card was then numbered and arranged in sequence, as were the cards from the other two schools. The cards were then key-punched for scoring by computer.

A special computer program was written to score the responses. The program scored only those subtests whose scores contributed to ranking schools on the "most open" to "most closed" continuum as determined by a procedure used for this purpose. The procedure was recommended by Croft and was used by Null[20] and Sargent.[21] It indicates that a climate score can be obtained by adding the Esprit and Thrust subtests scores and subtracting the Disengagement subtest score. The school with the highest score, as determined by this procedure, was "most open," and the school with the lowest score was the "most closed." All other schools fell on a continuum between the two schools at either end.

The scale, which the respondent used to indicate the extent to which each statement characterized his school, is limited to four situations. Each situation is designated as one that: (1) rarely occurs, (2) sometimes occurs, (3) often occurs, and (4) very frequently occurs.

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[20] Null, op. cit.

[21] Sargent, op. cit.

For scoring purposes, the response to each item was punched 1, 2, 3, or 4, as listed. Five of the 64 items were to be scored negatively. For scoring these items, the choices as listed were given values in reverse order.

The responses of each teacher and principal to each of the three subtests were totaled. The formula was then applied to these subtest totals to determine the individual's climate score. Means and standard deviations for the subtest were calculated from these individual scores. The mean of the individual climate scores was computed to determine a climate score for the school.

The schools were then listed in rank order by climate score, the school with the highest score being listed first. The schools on the list were then divided into three groups with the first six being classified as having an open climate, the middle six as having an intermediate climate and the remaining six as having a closed climate.

High School Press Index

Student responses to the HSPI were collected in a group by the project aide who administered the instrument. The aide, prior to administration of the instrument, arbitrarily assigned each student respondent a number which the student recorded on the response card. The number served only to identify the response card. The responses on each card were then key-punched for scoring by the computer. A special computer program was written to do the scoring.

The respondent indicated the extent to which each statement characterized his school by blackening the space in column one of the response card for "true" and by blackening the space in column two for "false." The respondents marked each statement either "true" or "false" using the following definitions:

> True - when you think the statement is generally true or characteristic of your high school, is something which occurs or might occur, is the way people tend to feel or act.
>
> False - when you think the statement is generally false or not characteristic of your high school, is something which is not likely to occur, is not the way people typically feel or act.

Only 90 of the 100 HSPI items were scored. If an individual responded "true" to a high press item, +1 was recorded. If a subject responded "false," -1 was recorded. The reverse procedure was used to score the low press items. The 10 neutral press items were not scored.

Each student's responses were totaled. This total was the individual's press score and fell within a range between positive 90 and negative 90. The total raw score for each grade level was calculated and then divided by the number of respondents from the respective grade levels. This gave the mean raw press score for each grade level. The mean of the grade level press scores was computed to determine the press score for the school.

Judges Rating Scale

Judges' responses to the JRS were collected by the investigator. The response sheets were accumulated until each judge had reviewed all of the schools in the sample. Component scores were then computed by totaling the individual's rating for each item of the component.

The scale, which the judges used to rate the extent to which each statement characterized the school, is limited to five choices. The choices are: (1) inferior, (2) below average, (3) average, (4) above average and (5) superior. The weight given to each choice in scoring corresponds to the number preceding the choice as listed. A definition of each choice appears in Appendix K, section I.

To determine the judges' rating of a school for any component, the respective weights of the choices for all items were added. The mean of a component rating across judges was computed to determine a school component rating. This was done for each of the four components.

Design of the Study

The research hypotheses of the study were concerned with two problems: (1) the relationship between faculty perception of school environment and student perception of school environment or environmental press; and (2) the relationships between selected components of the Logical Structure Theory and the two perceptions of school environment. A relationship was hypothesized to exist between openness or closedness of the climate of a school and environmental press. A relationship was hypothesized between the Logical Structure Theory components and the way in which teachers and students, as groups, perceived the environment.

The steps taken to assess the hypothesized relationships involved three statistical techniques: (1) correlation, (2) univariate regression analysis and (3) multivariate regression analysis. The scores obtained from the OCDQ and the HSPI were examined by using the Pearson Product-Moment Correlation procedure. Univariate regression analysis was used to assess the relationship between environmental press and organizational climate and to determine whether environmental press can be predicted from organizational climate, and conversely. A multivariate regression analysis was used to assess the components of the Logical Structure Theory and their relationship to teachers' and students' perception of environment. The results of this analysis were expected to indicate the weighting or importance of each scale in the climate and press measures.

3

The data collected to test the first hypothesis provided raw scores; therefore, it was determined that the r-statistic was best suited to accommodate the analysis of these data. Hypothesis 1 is concerned with the correlation between two variables. Since the Pearson r is used for testing hypotheses of the relationship between two or more variables, it is an appropriate statistic here. The Pearson Product-Moment correlation coefficient indicates two things: the magnitude and the direction of the relationship. In the situation surrounding hypothesis 1, there is no implication of a causal relationship between the variables. The analysis of the relationship between the two variables was extended by a univariate regression analysis. This analysis was used to determine whether environmental press could be predicted from organizational climate and conversely.

It was determined that the r-statistic and a multivariate regression analysis would provide the information desired for the investigation of hypotheses 2 through 5. The rationale underlying the use of the Pearson Product-Moment correlation coefficient and regression analysis above applied here as well.

Since hypothesis 6 was based on mean scores, it was determined that the F-statistic would be the most appropriate test for its analysis. The null hypothesis related to research hypothesis 6 is that there is no difference in perception. In assuming that there is no difference in perception, as measured by the mean scores on a test, the F-statistic may be used to test hypotheses about the equality of the population means. The F-statistic is used when the hypothesis is that the population means for test scores are equal, that is, $\mu_1 = \mu_2 = \ldots = \mu_k$.

Models which depict the hypothesized relationships are given in Figures 3.1 and 3.2. The research design used in this study is presented in Figure 3.3.

Techniques Used in Data Analysis

The Pearson Product-Moment correlation technique was used for testing research hypotheses 1 to 5, which involved relationships between: (1) environmental press, as measured by the HSPI, and organizational climate, as measured by three subtests of the OCDQ for the first hypothesis; and (2) the selected components of the Logical Structure Theory (Program, Organization, Human Resources and Material Resources) and the two perceptions of school environment.

The Pearson r provides a correlation coefficient which is a measure of the degree and direction of relationship between two variables. The coefficient has meaning only in cases where the relationship is linear.

The correlation coefficient may range in value from -1.00 to +1.00. A correlation coefficient of +1.00 denotes

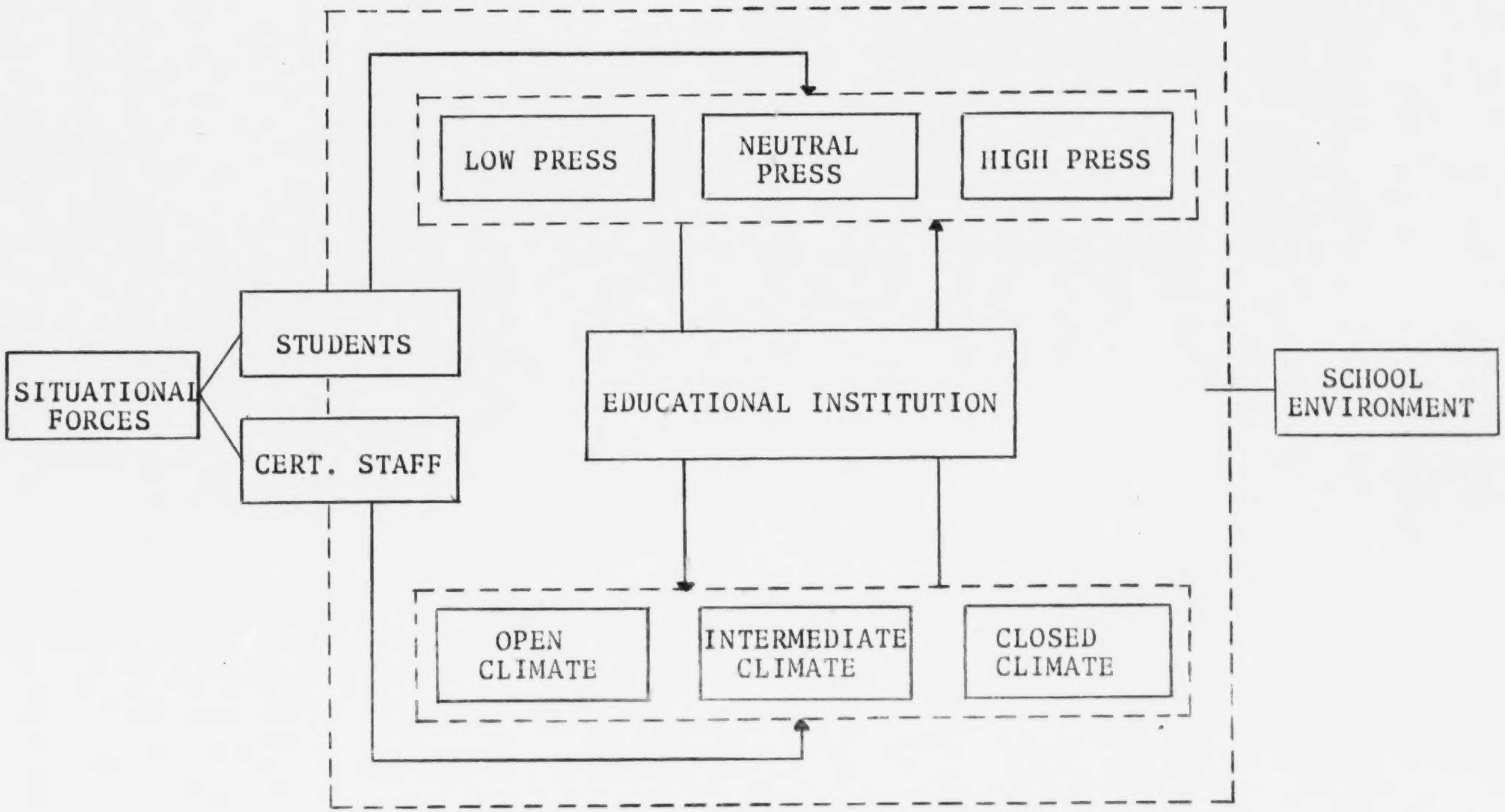

Figure 3.1. A Model That Depicts the Hypothesized Relationship Between Student and Certificated Staff Perception of the Educational Institution.

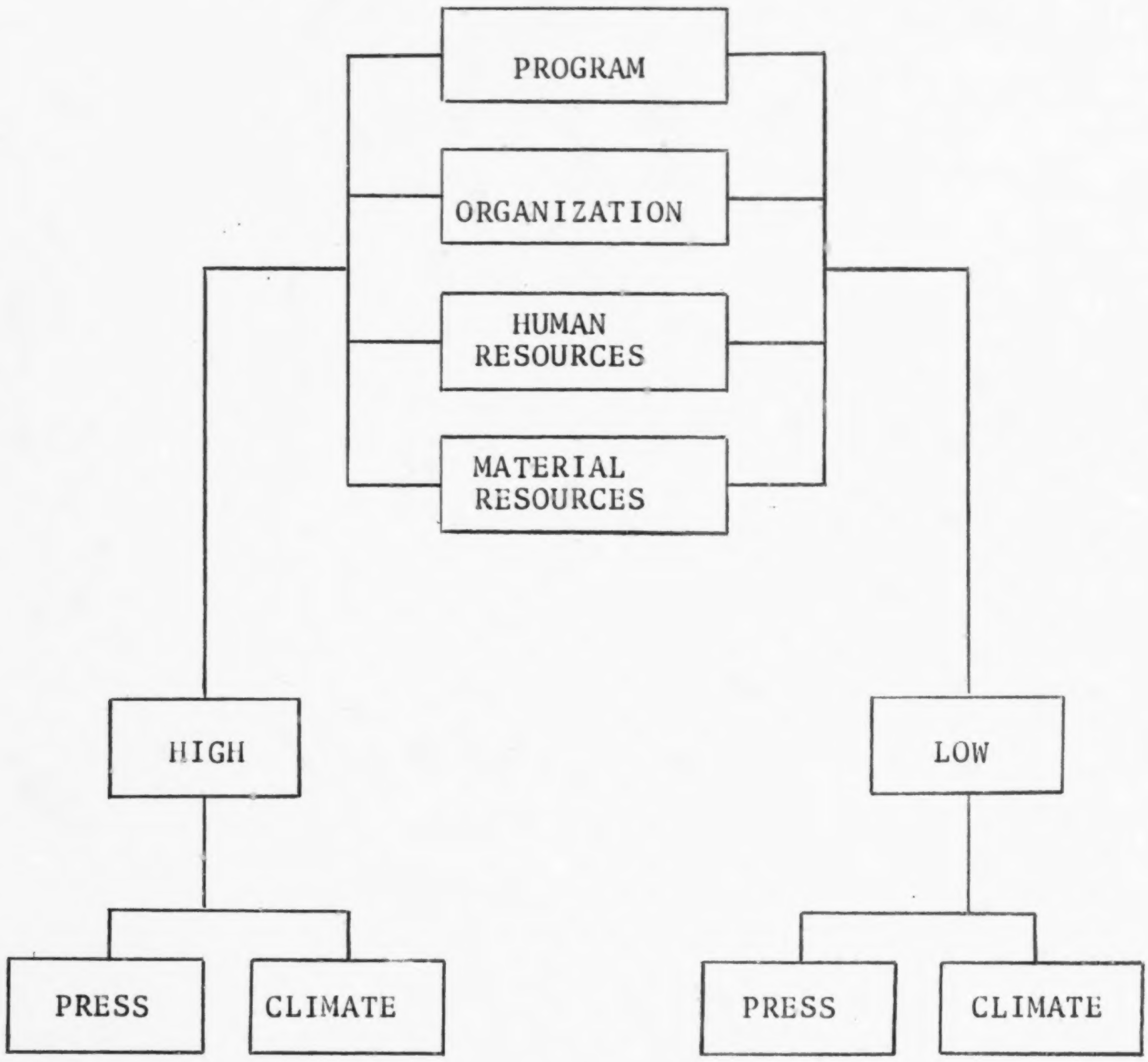

Figure 3.2. A Model That Depicts the Hypothesized Relationship Between Selected Components of the Logical Structure Theory and Perceptions of School Environment.

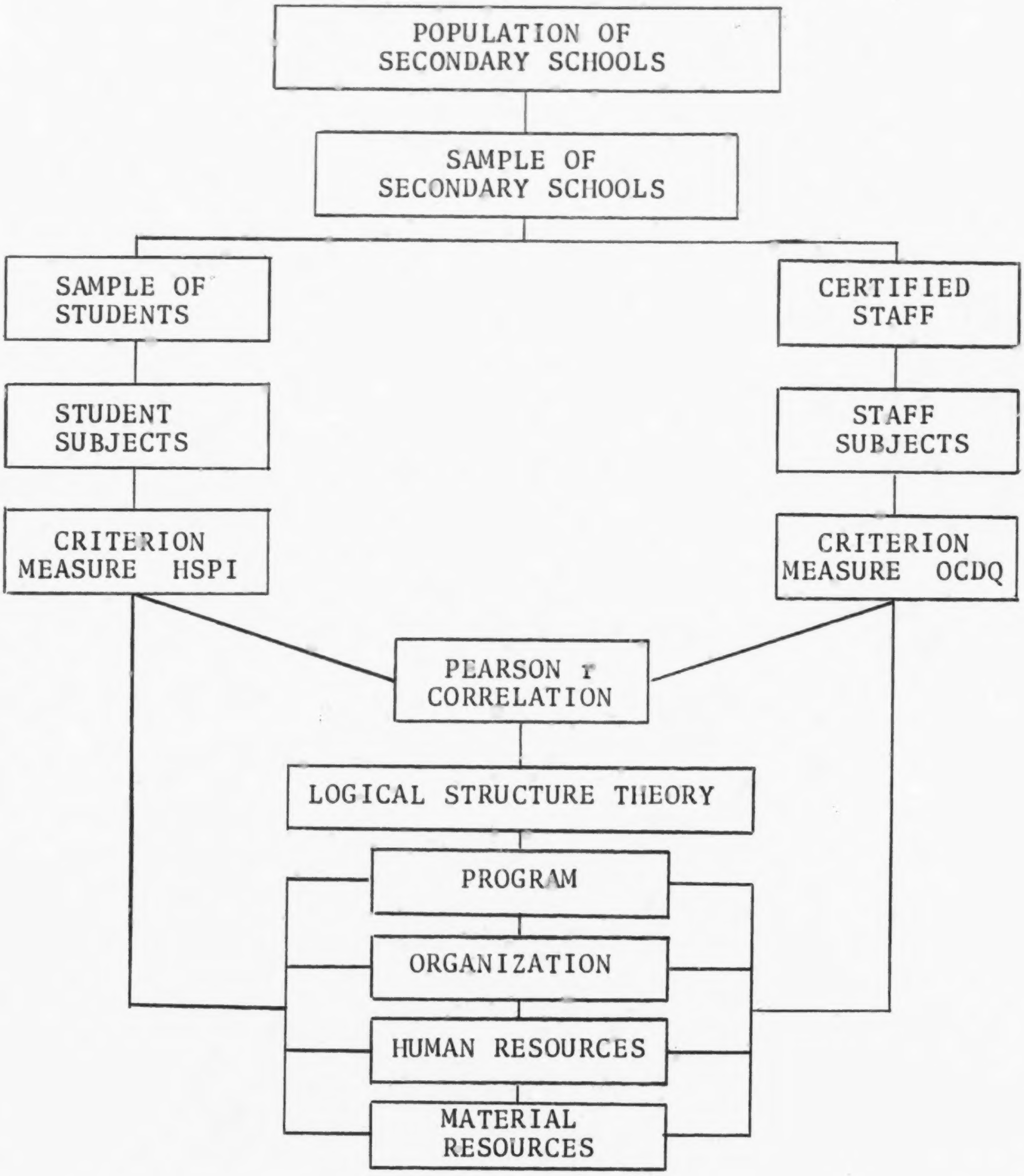

Figure 3.3. A Model Depicting the Research Design for This Study.

a perfect positive relationship between two variables; a correlation of 0 signifies the absence of any relationship between two variables; and a correlation coefficient of -1.00 indicates a perfect negative or inverse relationship. According to Edwards, it is "seldom, if at all, that perfect relationships are found in the biological and social sciences, in part because of the limitations of our measuring instruments and also because of the difficulties of controlling all possible factors that may influence the two variables being studied."[22]

Raw scores were used in calculating the correlation coefficient. When dealing in terms of these scores, rather than in terms of deviation measures, the following formula[23] is used to calculate the correlation coefficient:

$$r = \frac{\Sigma XY - \frac{(\Sigma X)(\Sigma Y)}{n}}{\sqrt{(\Sigma X^2 - \frac{(\Sigma X)^2}{n})(\Sigma Y^2 - \frac{(\Sigma Y)^2}{n})}}$$

When the size of the sample is small, the significance of the obtained correlation coefficient must be determined. This is necessary for determining whether the computed correlation coefficient is a measure of a real relationship or whether the coefficient at hand is merely a chance deviation from a population in which the ρ is 0.[24]

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[22] Allen L. Edwards, Statistical Methods for the Behavioral Sciences (New York: Holt, Rinehart and Winston, 1954), p. 145.

[23] Ibid., p. 147.

The sample Product-Moment correlation coefficient r, based on N pairs of observations, has a distribution which is related to the Student t distribution with (N - 2) degrees of freedom. Thus, to determine the significance of r when the size of the sample is small, the t-statistic may be used. In this case, the null hypothesis states that the population Product-Moment correlation coefficient does not differ from zero. That is, the obtained r is merely a chance deviation of the distribution for which $\rho = 0$. In testing the null hypothesis for a correlation coefficient, t is calculated by the formula

$$t = r\sqrt{\frac{N-2}{1-r^2}}$$

where r equals the obtained coefficient and N equals the number of pairs of observations.[25] The decision whether to reject or not reject the null hypothesis resulted from the t test at an alpha level of .10.

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[24] N. M. Downie, and R. W. Heath, Basic Statistical Methods (New York: Harper and Brothers, 1959), p. 142.

[25] J. P. Guilford, Fundamental Statistics in Psychology and Education, 3rd Edition (New York: McGraw-Hill Book Co., Inc., 1956), p. 219.

To extend the testing of hypotheses 1 to 5, univariate and multivariate regression analyses were used. These types of analyses provide a linear equation which can be used to predict, in the case of univariate regression analysis, the most likely HSPI score from a known OCDQ score. Likewise a school HSPI score or a school OCDQ score can be predicted from known selected Logical Structure Theory component scores in the case of multivariate regression analysis.

Linear regression analysis provides the line of best fit for paired data plotted on rectilinear coordinates. The line of best fit, or regression line, represents the trend of the plotted points. To determine the regression of one variable on another, an equation for a straight line is used. The regression equation has the general form $Y = bX + a$, where Y is the dependent or criterion variable, a and b the regression coefficients and X the independent or predictor variable. Since the relationship between OCDQ scores and HSPI scores was not perfect (+1.00), the general linear equation is written $\tilde{Y} = a + bX$, where $\tilde{Y}$ indicates a value falling on the line given by the regression equation. The regression coefficients are determined in such a manner that the least squares criterion is satisfied; that is, the sum of squares of the errors of prediction will be less than it would be for any other values of a and b that might be selected.

The regression coefficients a and b are derived as follows:

Given: Y = observed score on the criterion variable

Let: $\tilde{Y}$ = predicted score on the criterion variable (the score derived from the regression equation)

$(Y - \tilde{Y})$ = deviation of observed score from predicted score.

From $\tilde{Y} = bX + a$, the deviation $(Y = \tilde{Y})$ is given by

$$(Y - \tilde{Y}) = Y - (bX + a) = Y - bX - a$$

and a squared deviation is given by

$$(Y - \tilde{Y})^2 = (Y - bX - a)^2$$

$$= Y^2 + a^2 + b^2X^2 - 2aY - 2bXY + 2abX$$

To satisfy the least squares criterion, the sum of the squared deviations of all points from the regression line must be minimized. That is:

$$\min \Sigma(Y - \tilde{Y})^2 = \Sigma Y^2 + Na + b^2\Sigma X^2 - 2a\Sigma Y - 2b\Sigma XY + 2ab\Sigma X.$$

To find the value of b and a, which minimize this last equation, partial derivatives with respect to b and a are taken. These derivatives are then evaluated at zero.

The partial derivatives of the last equation with respect to a and b is for a:

$$\frac{\partial[\Sigma(Y - \tilde{Y})^2]}{\partial a} = 2Na - 2\Sigma Y + 2b\Sigma X$$

and for b:

$$\frac{\partial[\Sigma(Y - \tilde{Y})^2]}{\partial b} = 2b\Sigma X^2 - 2\Sigma XY + 2a\Sigma X.$$

Setting the derivative of a equal to zero, $Na + b\Sigma X = \Sigma Y$ is obtained. Setting the derivative of b equal to zero, $a\Sigma X + b\Sigma X^2 = 2\Sigma XY$ is obtained. These two equations are solved simultaneously for a and b in terms of X and Y which are the observed scores:

$$b = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{N\Sigma X^2 - (\Sigma X)^2}$$

$$a = \frac{\Sigma X^2 \Sigma Y - (\Sigma XY)(\Sigma X)}{N\Sigma X^2 - (\Sigma X)^2}$$

If both X and Y are stated in terms of deviation from their mean values, then

$$b = \frac{\Sigma(xy)}{\Sigma(x^2)}$$

and

$$a = \bar{Y} - b\bar{x}$$

These formulae give the least squares estimators of β and α, the corresponding population parameters.

In testing hypotheses 2 to 5, a multivariate regression analysis was used. Multiple regression analysis is accomplished through the determination of a multiple linear regression equation and its interpretation. The assumptions underlying simple regression analysis or univariate regression analysis also underlie multivariate regression analysis. The interpretation of the regression coefficients from a multiple linear regression equation is different from the interpretation given to the regression coefficient from a simple regression equation. In multiple regression analysis, the regression coefficients ascribe to any particular independent variable, not only to the variation in the dependent variable directly due to that independent variable, but also to the variation which is due to such other independent variables correlated with it as have not been separately considered.[26]

The general form of the multiple linear regression equation for four independent variables is as follows:

$$X_1 = a_{1.2345}+b_{12.345}X_2+b_{13.245}X_3+b_{14.235}X_4+b_{15.234}X_5$$

where X_1 is the dependent or criterion variable, and X_2, X_3, X_4, X_5 are the independent or predictor variables. The constant $b_{12.345}$ is the net or partial regression coefficient of X_1 on X_2, holding X_3, X_4, and X_5 constant; and $b_{15.234}$ is the net or partial regression coefficient of X_1 on X_5, holding X_2, X_3 and X_4 constant.

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[26] Mordecai Ezekiel, and Karl A. Fox, *Methods of Correlation and Regression Analysis: Linear and Curvilinear, 3rd Edition* (New York: John Wiley and Sons, Inc., 1959), p. 181.

In terms of deviations from the mean, the following four equations[27] are solved simultaneously to determine the values for the regression coefficients $b_{12.345}$, $b_{13.245}$, $b_{15.234}$:

$$\Sigma(x_2^2)b_{12.345}+\Sigma(x_2x_3)b_{13.245}+\Sigma(x_2x_4)b_{14.235}+\Sigma(x_2x_5)b_{15.234} = \Sigma(x_1x_2)$$

$$\Sigma(x_2x_3)b_{12.345}+\Sigma(x_3^2)b_{13.245}+\Sigma(x_3x_4)b_{14.235}+\Sigma(x_3x_5)b_{15.234} = \Sigma(x_1x_3)$$

$$\Sigma(x_2x_4)b_{12.345}+\Sigma(x_3x_4)b_{13.245}+\Sigma(x_4^2)b_{14.235}+\Sigma(x_4x_5)b_{15.234} = \Sigma(x_1x_4)$$

$$\Sigma(x_2x_5)b_{12.345}+\Sigma(x_3x_5)b_{13.245}+\Sigma(x_4x_5)b_{14.235}+\Sigma(x_5^2)b_{15.234} = \Sigma(x_1x_5)$$

The value of a is determined by the following equation:[28]

$$a_{1.2345} = M_1-b_{12.345}M_2-b_{13.245}M_3-b_{14.235}M_4-b_{15.234}M_5 ,$$

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[27] Ibid., p. 182.

[28] Ibid.

where M_1 is the mean of the criterion variable, and M_2, M_3, M_4 and M_5 are means of the predictor variables.

The reliability of the observed simple regression coefficient is determined by the formula:[29]

$$s_{b_{yx}} = \frac{\bar{S}_{y \cdot x}}{s_x \sqrt{n}}$$

where $\bar{S}_{y \cdot x}$ represents the adjusted standard error of estimate for the sample drawn; s_x is the standard deviation of the individual observations around the regression line; and n is the number of cases in the sample.

The sample regression coefficient b has a distribution which is related to a "Student's" or t-distribution with (n - 2) degrees of freedom. This makes it possible to place a confidence interval on β with an appropriate confidence coefficient. In this case, the null hypothesis is that the obtained simple linear regression coefficient does not differ from zero. That is, the obtained b is merely a chance deviation of the distribution for which $\beta = 0$. In testing the null hypothesis for a simple linear regression coefficient, t is calculated by the formula

$$t = \frac{b - \beta}{s_b}$$

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[29] Ibid., p. 281.

where b is the obtained regression coefficient, β is the true but unknown regression coefficient, and s_b is the standard error of the obtained regression coefficient.[30] The decision to accept or reject t_{obs} was based on an $\alpha = .10$.

The standard error of a net or partial regression coefficient is estimated by the equation:[31]

$$s_{b_{ij \cdot m \ldots k}} \quad \sqrt{\frac{\bar{S}^2_{i \cdot jm \ldots k}}{ns^2_j(1 - R^2_{j \cdot m \ldots k})}}$$

where $\bar{S}^2_{i \cdot jm \ldots k}$ represents the squared adjusted standard error of estimate for the sample drawn; n is the number of cases in the sample; s^2_j is the variance of independent variable j; and $R^2_{j \cdot m \ldots k}$ represents the square of the coefficient of multiple correlation.

As with simple linear regression coefficients, multiple regression coefficients have a distribution related to the t-distribution. Thus, to determine a confidence interval for the b's in the multiple regression equation, each independently, the t-statistic is used. The equation given above for computing t is applicable here. The decision rule to accept or reject t_{obs} was based on an $\alpha = .10$.

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[30] Ibid.

[31] Ibid., p. 283.

In testing hypothesis 6, the analysis of variance technique for the analysis of a single-factor study as described by Winer[32] was used. Assuming that there is no difference in student perception of environmental press by grade level within a school and between schools, as measured by the mean scores on the HSPI, the statistic

$$F = \frac{\text{MS treatment}}{\text{MS error}}$$

has a sampling distribution which is approximated by an F distribution having k - 1 degrees of freedom for the numerator and n - k degrees of freedom for the denominator. Thus, the F statistic is used to test the hypothesis of equality of population means for perception. To test the hypothesis that is $H_1 = H_2 = H_3 = H_4$ against an alternative hypothesis, the decision rules are as follows:

Reject H_1 when $F_{obs} > F_{.90}(k-1, n-1)$;

Otherwise do not reject H_1.

The general form for summarizing the analysis of variance for a single-factor study and as used in testing hypothesis 6 is given in Table 3.6.

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[32] B. J. Winer, *Statistical Principles in Experimental Design* (New York: McGraw-Hill Book Company, 1962), pp. 96-104.

Table 3.6

SUMMARY OF ANALYSIS OF VARIANCE

Source	SS	df	MS	F
Treatment	SS treat.	k-1	MS treat.	$F=\frac{\text{MS treat}}{\text{MS error}}$
Experimental Error	SS error	n-k	MS error	
Total	SS total	n-1		

The symbol SS designates the sum of squares, or variation, of the test scores with a group and MS designates the mean square or, in the terminology of analysis of variance, a variance.

In exploratory research in the behavioral sciences, it is often difficult to evaluate the relative costs of type 1 and type 2 error. However, the .10 level of significance is used in this study for the sake of consistency and because it seems appropriate to the design.

CHAPTER IV

RESULTS AND ANALYSIS OF THE DATA

The data collected for this study were analyzed as described in Chapter III in relation to the six research hypotheses set forth in the study. Schools are classified in terms of types of climates and types of press. A general description is made of the individuals who responded to the Organizational Climate Description Questionnaire (OCDQ).

General Description of Organizational Climate Description Questionnaire Respondents

A general description of individuals who responded to the OCDQ is given to provide information useful in interpreting the relationship between Organizational Climate and the selected components of the Logical Structure Theory used in the study. Data for this description were obtained from nine biographical items that were prefixed to the OCDQ.

Table 4.1 is a summary of the responses to the biographical items. Not all biographical items were responded to by the individuals who completed the OCDQ. There were

Table 4.1

SUMMARY OF BIOGRAPHICAL DATA OF RESPONDENTS TO THE ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE

1 Item	2 Total Responses To Item	3 Total Responses To Item Category	4 Average School Response By Category	5 Percent Of Response By Category	6 Item Response Omissions
1. Position	591				4
Principal		11*	.61	1.86	
Teacher		531	29.50	89.85	
Other		49**	2.72	8.29	
2. Sex	590				5
Male		335	18.61	56.78	
Female		255	14.16	43.22	
3. Age	591				4
20-29		245	13.61	41.46	
30-39		130	7.22	21.30	
40-49		134	7.44	22.67	
50-59		61	3.39	10.32	
60-over		21	1.17	3.55	
4. Marital Status	591				4
Single		136	7.56	23.01	
Married		440	24.44	74.45	
Separated		3	.17	.51	
Divorced		12	.67	2.03	

Table 4.1 (cont'd)

1 Item	2 Total Responses To Item	3 Total Responses To Item Category	4 Average School Response By Category	5 Percent Of Response By Category	6 Item Response Omissions
5. Highest Degree Held	590				5
Associate		21	1.17	3.56	
Bachelor's		265	14.72	44.92	
Master's		296	16.44	50.17	
Specialist		8	.44	1.36	
Doctorate		1	.06	.17	
6. Certification	583				12
Provisional		242	13.44	41.51	
Reciprocity		22	1.22	3.77	
1st Grade		71	3.94	12.18	
Professional		47	2.61	8.06	
Permanent		201	11.17	34.48	
7. Years of Experience in Education	590				5
0- 9		348	19.33	58.98	
10-19		145	8.06	24.58	
20-29		61	3.39	10.34	
30-over		36	2.00	6.10	

Table 4.1 (cont'd)

1 Item	2 Total Responses To Item	3 Total Responses To Item Category	4 Average School Response By Category	5 Percent Of Response By Category	6 Item Response Omissions
8. Years of Experience at Present School	593				2
0- 4		354	19.67	59.70	
5- 9		151	8.39	25.46	
10-19		61	3.39	10.29	
20-over		27	1.50	4.55	
9. Residence in School Community	592				3
Yes		417	23.17	70.44	
No		175	9.72	29.56	

*Includes assistant principals

**Includes counselors, librarians, and A-V specialists

595 responses to the OCDQ. Column 6 of Table 4.1 indicates the number of omissions per item. The number of omissions ranges from 2 on Item 8 (years of teaching at the present school) to 12 on Item 6 (type of certification).

Of the total number of respondents, 89.85 percent were teachers, 8.29 percent were counselors, librarians, and A-V specialists, and 1.86 percent were principals. There were 56.78 percent male respondents and 43.22 percent female respondents. The greatest percentage of respondents was in the age group 20-29 and the smallest percentage in the age group 60 and over. Forty-one and forty-six hundredths percent of the respondents were between 20 and 29 years of age; 21.30 percent between 30 and 39; 22.67 percent between 40 and 49; 10.32 percent between 50 and 59; and 3.55 percent were over 60. The marital status item drew responses indicating a ratio of married individuals to single individuals of almost 3 to 1. Only .51 percent of the respondents were separated from their spouses and 2.03 percent of the respondents were divorced.

The responses to the item regarding highest degree held indicated that 3.56 percent of the respondents held associate degrees, 44.92 percent bachelor's degrees, 50.17 percent master's degrees, 1.36 percent specialist degrees and .17 percent held doctorates.

As noted previously, 12 of the 595 OCDQ respondents did not indicate the type of teaching certification they held. Of those who responded to the item, 41.51 percent held a provisional license, 3.77 percent a reciprocity license, 12.18 percent a first grade license, 8.06 percent a professional license and 34.48 percent held a permanent license.

Total years of experience in education were categorized into four groups. Of the respondents answering this item, 58.98 percent had less than nine years of experience, 24.58 percent 10 to 19 years of experience, 10.34 percent 20 to 29 years of experience, and 6.10 percent had more than 30 years of experience. Similarly, total years of work experience at the respondents' school of current employment were categorized into four groups. Fifty-nine and seventy hundredths percent of the respondents had been employed at their present schools for less than four years; 25.46 percent between five and nine years; 10.29 percent between ten and nineteen years, and 4.55 percent for twenty years or more.

The biographical items sought information on the location of respondents' residences. Of those responding, 70.44 percent lived in the community served by the schools in which they were employed while 29.56 percent lived outside this community.

In summary, the biographical data indicate that the faculties of the schools in the sample were typically: (1) composed of slightly more men than women; (2) in approximately two out of three cases, 39 years of age or younger; (3) overwhelmingly composed of married individuals, (4) almost equally divided between holders of bachelor's degrees and holders of master's degrees, (5) composed mostly of individuals who have either provisional or permanent certification; (6) in three out of five cases, individuals who have been working in education for 9 or fewer years; (7) in three out of five cases, employed at the school for four or fewer years; and, (8) in seven out of ten cases, individuals who resided in the community served by the school.

Climate Classification of Sample Schools
Open, Intermediate, Closed

As indicated in Chapter III, a school's climate score was obtained by adding the Esprit and Thrust subtests scores and subtracting the Disengagement subtest score. The school with the highest score, as determined by this procedure, is classified as most open, and the school with the lowest score is classified as most closed. All other schools fall on a continuum between the two extremes.

Table 4.2 shows the schools in rank order of their climate score. The schools are divided into three groups

Table 4.2

CLASSIFICATION OF SAMPLE SCHOOLS INTO OPEN, INTERMEDIATE, OR CLOSED ORGANIZATIONAL CLIMATES

School	Climate Score	Climate Classification
64	41.238	Open
59	40.875	
62	40.829	
52	38.943	
67	38.939	
53	38.710	
55	36.615	Intermediate
63	36.304	
61	36.231	
56	34.737	
51	32.920	
65	32.108	
54	32.000	Closed
58	30.738	
60	26.900	
68	25.757	
66	25.565	
57	22.882	

with the first six being classified as having an open climate, the middle six as having an intermediate climate, and the remaining six as having a closed climate. The school classified as most open had a climate score of 41.238. The school classified as most closed had a climate score of 22.882. There is an 18.356 point spread between these two schools.

The decision to divide the 18 sample schools into three groups is arbitrary. The difference between the climate scores of the teachers in the school classified as most open and that of the teachers in the school classified as most closed is significant [$t_{obs} = 6.54$ and $t_{.001} = 3.46$ (60 df)]. Since the climate scores of the two schools are significantly different statistically the grouping of the schools into the three climate categories is appropriate for the purposes of this study.

Environmental Press Classification of Sample Schools - High, Low

Table 4.3 shows the sample schools ranked in terms of student perception of environmental press. As stated in Chapter III, press was determined by the High School Press Index (HSPI). A positive score on the HSPI indicates high press and the magnitude of the score denotes the extent of high press. Thus, as a positive score approaches +90, a higher press is perceived. On the other

Table 4.3

ENVIRONMENTAL CLASSIFICATION OF SAMPLE SCHOOL INTO LOW PRESS AND HIGH PRESS CATEGORIES

School	Press Score	Press Classification
56	-16.20	Low
63	-15.11	Low
61	-13.24	Low
64	-13.02	Low
68	-12.43	Low
55	- 9.71	Low
51	- 8.66	Low
62	- 8.10	Low
67	- 8.04	Low
52	- 7.65	Low
53	- 7.19	Low
66	- 6.30	Low
59	- 4.76	Low
60	- 4.38	Low
54	+ 4.00	High
57	+ 4.47	High
65	+ 4.98	High
58	+ 7.96	High

hand, a negative score on the HSPI indicates low press. Like high press, the magnitude of the negative score denotes the extent of low press. Hence, as a negative score approaches -90, a lower press is perceived. The school having the lowest perceived press had a press score of -16.20, and the school having the highest perceived press had a press score of +7.96. Fourteen of the eighteen sample schools are classified as low press schools and the remaining four as high press schools.

The difference between the press scores of the students in the school classified as having the lowest press and that of the students in the school classified as having the highest press is significant [$t_{obs} = 5.52$ and $t_{.001} = 3.37$ (120 df)]. Since the difference between the press scores of the schools at either end of the ranking is statistically significant, the distinction made between types of press among the schools of the sample is appropriate for the purposes of this study.

Testing the Six Research Hypotheses

Hypothesis One: There is a relationship between teachers' perception of openness or closedness of organizational climate and student's perception of environmental press. This hypothesis was tested by using the r-statistic. Data for this statistic were the raw OCDQ scores of each of the faculty respondents and the raw HSPI scores of each of the student respondents.

Table 4.4 presents the Pearson Product-Moment Correlation Coefficient Matrix for the OCDQ and the HSPI. The correlation coefficients included in the matrix were calculated by computer utilizing programs developed by Biomedical Computer Programs, School of Medicine, University of California, Los Angeles.

Table 4.4

PEARSON PRODUCT-MOMENT CORRELATION COEFFICIENT MATRIX* FOR ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE (OCDQ) AND HIGH SCHOOL PRESS INDEX (HSPI)

Instrument	OCDQ	HSPI
OCDQ	1.00000	- .37260**
HSPI	- .37260**	1.00000

*Calculated by computer: BMD-03R

**Significant at $\alpha = .10$; critical value of $r_{.90} = \pm .3176$, one tail test

The data indicates that the correlation between organizational climate as perceived by faculty and environmental press as perceived by students to be -.3726 and that a linear relationship between the variables exists. This correlation is significant for an alpha of .10. The critical value of r at the .10 level of significance is ± .3176 for 16 degrees of freedom. This critical value was determined by a transformation of the Student's t-statistic. Thus, Hypothesis One is not rejected.

The analysis of the relationship between organizational climate and environmental press was extended by a univariate regression analysis. This analysis was completed to determine whether organizational climate could be predicted from environmental press and vice versa. Data used in making this analysis were the raw OCDQ scores of each of the faculty respondents and the raw HSPI scores of each of the student respondents. The data were analyzed by computer program BMD-03R (multiple regression with case combinations, version of May 2, 1966, Health Science Computing Facility, University of California, Los Angeles). The regression analysis includes an analysis of variance to test the difference between the two means and to determine if a meaningful linear regression equation could be stated.

Table 4.5 reports the analysis of variance for the multiple linear regression when the OCDQ is the predictor and the HSPI is the criterion. The obtained F is equal to 2.5795, which is significant at an alpha level of .10. This critical value was obtained by a transformation of the t^2-statistic[1]: $t^2(n)$ two tailed = F(1,n) one tailed.

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[1] B. J. Winer, Statistical Principles in Experimental Design (New York: McGraw-Hill Book Company, 1962), p. 33.

Since the obtained F ratio is significant, a meaningful prediction equation is formulated as presented in Table 4.6.

Table 4.5

ANALYSIS OF VARIANCE FOR THE MULTIPLE LINEAR REGRESSION* WHEN THE OCDQ IS THE PREDICTOR AND THE HSPI IS THE CRITERION

Source of Variation	SS	df	MS	F
Due to regression	123.553	1	123.553	2.5795**
Deviation about regression	766.383	16	47.898	
Total	889.936	17		

Alpha = .10

*Calculated by computer: BMD-03R

**F critical = 1.7956 (1,16)

Table 4.6 presents the linear regression equation which can be used to determine a school's press score when its climate score is known. The prediction equation for this situation is:

$$\tilde{Y}_1 = -.46792 + 9.4 ,$$

where $\tilde{Y}_1$ is the expected HSPI score and X is the known OCDQ score.

Table 4.6

LINEAR REGRESSION EQUATION* WHEN THE OCDQ IS THE PREDICTOR AND THE HSPI IS THE CRITERION

$\tilde{Y} = -.46792X + 9.40954$

$\tilde{Y}$ = expected HSPI score

X = known OCDQ score

*Determined by computer: BMD-03R

Table 4.7 reports the analysis of variance for the multiple linear regression when the HSPI is the predictor and the OCDQ is the criterion. The obtained F is equal to 2.5795 which is significant at an alpha level of .10.

Table 4.7

ANALYSIS OF VARIANCE FOR THE MULTIPLE LINEAR REGRESSION* WHEN THE HSPI IS THE PREDICTOR AND THE OCDQ IS THE CRITERION

Source of Variation	SS	df	MS	F
Due to regression	78.345	1	78.345	2.5795**
Deviation about regression	485.964	16	30.372	
Total	564.309	17		

Alpha = .10
*Calculated by computer: MBD-03R
**F critical = 1.7956 (1,16)

The critical value of F with 1 and 16 degrees of freedom is 1.7956. As stated previously, this critical value was obtained by a transformation of the t^2-statistic. Since the obtained F ratio is significant, a meaningful prediction equation is formulated as in Table 4.8.

Table 4.8 shows the linear regression equation which can be used to determine a school's climate score when its press score is known. The prediction equation for this situation is:

$$\tilde{Y}_2 = -.29671X + 30.07631 ,$$

where $\tilde{Y}_2$ is the expected OCDQ score and X is the known HSPI score.

Table 4.8

LINEAR REGRESSION EQUATION* WHEN THE HSPI IS THE PREDICTOR AND THE OCDQ IS THE CRITERION

$\tilde{Y} = -.29671X + 30.07651$

$\tilde{Y}$ = expected OCDQ score

X = known HSPI score

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*Determined by computer: BMD-03R

Hypothesis Two: Schools receiving a high rating on each of the components (Organization, Program, Human Resources, and Material Resources), taken independently, have a more open climate than those schools receiving a low rating on each component taken independently.

Hypothesis Three: Schools receiving a low rating on each of the components (Organization, Program, Human Resources, and Material Resources), taken independently, have a more closed climate than those schools receiving a high rating on each of the components taken independently. The analyses of Hypothesis Two and Hypothesis Three come from the same data and are reported together. These hypotheses were tested by using the r-statistic and by a multivariate regression analysis. Data for these tests were the total raw component scores taken independently and summed across judges, and the mean raw climate scores of each of the sample schools.

Table 4.9 is the correlation coefficient matrix for the obtained scores on the components of organization, program, human resources, and material resources, taken independently, and the climate scores obtained for the schools included in the study sample. The correlation coefficients included in the matrix were calculated by computer, using the BMD-03R program.

The correlation between the organization component and climate is .44731; between the program component and climate, .24705; between the human resources component and climate, .23953; and between the material resources component and climate, -.09505. Only the correlation between the organization component and climate is significant, and it is significant for an alpha of .05. The

Table 4.9

CORRELATION COEFFICIENT MATRIX* FOR LOGICAL STRUCTURE THEORY COMPONENT SCORES (ORGANIZATION, PROGRAM, HUMAN RESOURCES AND MATERIAL RESOURCES) AND CLIMATE SCORES

Variable	Organization	Program	Human Resources	Material Resources	OCDQ
Organization	1.00000	.71974	.84059	.24994	.44731**
Program		1.00000	.91689	.35237	.24705 NS
Human Resources			1.00000	.32632	.23953 NS
Material Resources				1.00000	- .09505 NS
OCDQ					1.00000

*Calculated by computer: BMD-03R

NS = Not significant

Critical value $r_{.95} = \pm .4007$** ; $r_{.90} = \pm .3176$

critical value of $r_{.95}$ is ± .4007 and for $r_{.90}$ the critical value is ± .3176. These are two-tailed critical values and are obtained by a transformation of the t-statistic. Since only one of the components correlated significantly to climate, research Hypothesis Two and Hypothesis Three are rejected.

Although hypotheses two and three were determined to be untenable, observation of the correlations between the components and climate suggest that some relationships might exist. The magnitude of the correlations between organization, program and human resources respectively, and climate are all positive, but did not reach a level of significance that would permit any strong inferences to be drawn.

The analysis of the relationship between the components of organization, program, human and material resources, on the one hand, climate, on the other, was extended by a multivariate regression analysis. This analysis was completed to determine whether organizational climate could be predicted from the respective components. The regression analysis includes an analysis of variance to test the differences between the four means and to determine if a meaningful linear regression equation could be stated.

Table 4.10 reports the analysis of variance for the multiple linear regression, when the predictors are the

Logical Structure Theory Components of organization, program, human and material resources and the criterion is the OCDQ. The obtained F is equal to 1.6117 which is not significant at an alpha level of .10. The critical value of F with 4 and 13 degrees of freedom is 2.43.

Table 4.10

ANALYSIS OF VARIANCE FOR THE MULTIPLE LINEAR REGRESSION* WHEN THE PREDICTORS ARE LOGICAL STRUCTURE THEORY COMPONENTS OF ORGANIZATION, PROGRAM, HUMAN RESOURCES AND MATERIAL RESOURCES AND THE CRITERION IS THE OCDQ

Source of Variation	SS	df	MS	F
Due to regression	187.077	4	46.749	
Deviation about regression	377.231	13	29.017	1.6117(NS)
Total	564.308	17		

*Calculated by computer: BMD-03R
Alpha = .10
F critical = 2.43 (4,13)

Since both the second and third hypotheses were rejected and the obtained F ratio was not significant, no meaningful multiple linear regression equation can be given.

Hypothesis Four: Schools with a high rating on each of the components (Organization, Program, Human Resources and Material Resources), taken independently, are perceived by students as schools of low press Hypothesis Five: Schools rated low on each of the components (Organization, Program, Human Resources and Material Resources), taken independently, are perceived by students as schools of high press. Tha analyses of Hypothesis Four and Hypothesis Five come from the same data, thus are reported together. These hypotheses were tested by using the r-statistic and by a multivariate regression analysis. Data for these tests were the total raw component scores taken independently and summed across judges and the mean raw press scores of each of the sample schools.

Table 4.11 is the correlation coefficient matrix for the independently obtained scores on the components of organization, program, human and material resources and the press scores. The correlation coefficients included in the matrix were calculated by computer using the BMD-03R program.

The correlation between the organization component and press is -.20979; between the program component and press, -.09603; between the human resources component and press, -.14085, and, between the material resources component and press, -.02275. None of the correlation coefficients is significant. The critical value of $r_{.90}$ is ± .3176 for a two-tailed test. In that none of the components correlate with press, research Hypothesis Four and Hypothesis Five are rejected.

Table 4.11

CORRELATION COEFFICIENT MATRIX* FOR LOGICAL STRUCTURE THEORY COMPONENT SCORES (ORGANIZATION, PROGRAM, HUMAN RESOURCES AND MATERIAL RESOURCES) AND OBTAINED PRESS SCORES

Variable	Organization	Program	Human Resources	Material Resources	HSPI
Organization	1.00000	.71974	.84059	.24994	- .20979 NS
Program		1.00000	.91689	.35237	- .09603 NS
Human Resources			1.00000	.32632	- .14085 NS
Material Resources				1.00000	- .02275 NS
HSPI					1.00000

*Calculated by computer: BMD-O3R

NS = Not significant

Critical value $r_{.90} = \pm .3176$

Although Hypotheses Four and Five were determined to be not tenable, observation of the correlation between the components and press suggest that some relationships might exist. The magnitude of the correlations between the components of organization, program, human resources and material resources respectively, and press are all negative but did not reach a level of significance that would permit any strong inferences to be drawn.

The analysis of the relationship between the components of organization, program, human and material resources and press was extended by a multivariate regression analysis. This analysis was completed to determine whether environmental press could be predicted from the respective components. The regression analysis includes an analysis of variance to test differences between the four means and to determine if a meaningful linear regression equation could be stated.

Table 4.12 reports the analysis of variance for the multiple linear regression when the predictors are the Logical Structure Theory components of organization, program, human resources and material resources and the criterion is the HSPI. The obtained $\underline{F}$ is equal to .1725 which is not significant at an alpha level of .10. The critical value of $\underline{F}$ with 4 and 13 degrees of freedom is 2.43.

Table 4.12

ANALYSIS OF VARIANCE FOR THE MULTIPLE LINEAR REGRESSION* WHEN THE PREDICTORS ARE LOGICAL STRUCTURE THEORY COMPONENTS OF ORGANIZATION, PROGRAM, HUMAN RESOURCES AND MATERIAL RESOURCES AND THE CRITERION IS THE HSPI

Source of Variation	SS	df	MS	F
Due to regression	44.850	4	11.212	.1725(NS)
Deviation about regression	845.086	13	65.006	
Total	889.936	17		

*Calculated by computer: BMD-03R

$F_{.90} = 2.43$ (4,13)

Since both the fourth and fifth hypotheses were rejected and the obtained F ratio was not significant, no meaningful multiple linear regression equation can be given.

Table 4.13 and Table 4.14 are presented to indicate the relationships between the Logical Structure Theory components of organization, program, human resources and material resources, on the one hand, and individual school climate and press classifications, on the other.

Table 4.13 reports the criterion scores for the Logical Structure Theory components used in the study to determine if the obtained component scores are high, average or low.

Table 4.14 gives the relationship in rank order of the obtained school scores on the Logical Structure Theory components of organization, program, human resources and material resources to their corresponding climate and press classifications.

Table 4.13

CRITERION SCORES FOR LOGICAL STRUCTURE THEORY COMPONENTS OF ORGANIZATION, PROGRAM, HUMAN RESOURCES AND MATERIAL RESOURCES TO DETERMINE IF OBTAINED COMPONENT SCORES ARE HIGH, AVERAGE OR LOW

	High		Average		Low
Component	Superior Range	Above Average Range	Average Range	Below Average Range	Inferior Range
Organization	300-270	269-210	209-150	149- 90	89-60
Program	300-270	269-210	209-150	149- 90	89-60
Human Resources	150-135	134-105	104- 75	74- 45	44-30
Material Resources	200-180	179-140	139-100	99- 60	59-40

Hypothesis Six: There is a relationship between grade levels (ninth through twelfth) of student perception of environmental press within a school and between schools. The null hypothesis related to this research hypothesis was tested by using the F-statistic. Data for the between schools test were the mean raw press scores for each grade

Table 4.14

RELATIONSHIP OF RANK ORDER OF SCHOOL SCORES ON THE LOGICAL STRUCTURE THEORY COMPONENTS OF ORGANIZATION, PROGRAM, HUMAN RESOURCES, AND MATERIAL RESOURCES TO THEIR CORRESPONDING CLIMATE AND PRESS CLASSIFICATIONS

School	Component Score	Climate Classification	Press Classification
	Organization		
67	253 (H)	Open	Low
61	235 (H)	Intermediate	Low
59	223 (H)	Open	Low
55	220 (H)	Intermediate	Low
58	216 (H)	Closed	High
64	212 (H)	Open	Low
66	207 (A)	Closed	Low
63	206 (A)	Intermediate	Low
62	205 (A)	Open	Low
53	204 (A)	Open	Low
60	199 (A)	Closed	Low
68	192 (A)	Closed	Low
51	192 (A)	Intermediate	Low
65	188 (A)	Intermediate	High
54	180 (A)	Closed	High
56	180 (A)	Intermediate	Low
57	177 (A)	Closed	High
52	176 (A)	Open	Low

Table 4.14 (cont'd)

School	Component Score	Climate Classification	Press Classification
	Program		
67	244 (H)	Open	Low
61	236 (H)	Intermediate	Low
55	219 (H)	Intermediate	Low
58	214 (H)	Closed	High
64	211 (H)	Open	Low
65	198 (A)	Intermediate	High
56	196 (A)	Intermediate	Low
68	192 (A)	Closed	Low
53	191 (A)	Open	Low
59	191 (A)	Open	Low
60	189 (A)	Closed	Low
51	182 (A)	Intermediate	Low
57	182 (A)	Closed	High
52	175 (A)	Open	Low
62	173 (A)	Open	Low
66	171 (A)	Closed	Low
54	169 (A)	Closed	High
63	163 (A)	Intermediate	Low

Table 4.14 (cont'd)

School	Component Score	Climate Classification	Press Classification
	Human Resources		
67	116 (H)	Open	Low
61	111 (H)	Intermediate	Low
55	109 (H)	Intermediate	Low
58	106 (H)	Closed	High
64	104 (A)	Open	Low
68	100 (A)	Closed	Low
59	97 (A)	Open	Low
65	97 (A)	Intermediate	High
60	94 (A)	Closed	Low
62	93 (A)	Open	Low
63	93 (A)	Intermediate	Low
53	92 (A)	Open	Low
56	92 (A)	Intermediate	Low
66	91 (A)	Closed	Low
57	90 (A)	Closed	High
51	87 (A)	Intermediate	Low
54	86 (A)	Closed	High
52	85 (A)	Open	Low

Table 4.14 (cont'd)

School	Component Score	Climate Classification	Press Classification
	Material Resources		
61	198 (H)	Intermediate	Low
57	180 (H)	Closed	High
65	174 (H)	Intermediate	High
53	167 (H)	Open	Low
55	157 (H)	Intermediate	Low
68	156 (H)	Closed	Low
51	156 (H)	Intermediate	Low
62	150 (H)	Open	Low
66	150 (H)	Closed	Low
67	147 (H)	Open	Low
63	142 (H)	Intermediate	Low
64	142 (H)	Open	Low
58	135 (A)	Closed	High
56	134 (A)	Intermediate	Low
59	125 (A)	Open	Low
52	118 (A)	Open	Low
54	113 (A)	Closed	High
60	106 (A)	Closed	Low

level. Data for the within schools test were the individual subject raw press scores.

Table 4.15 presents the analysis of variance using the unweighted means analysis technique for the relationship between grade levels of student perception of environmental press among schools. The obtained F is equal to .2628 which is not significant at an alpha level of .10. The critical value of F with 3 and 60 degrees of freedom is 2.18. (The critical value of F with 3 and 63 degrees of freedom is not tabled.) Thus the null hypothesis, stipulating that there is no relationship between grade levels of student perception of environmental press among schools, is rejected.

Table 4.15

ANALYSIS OF RELATIONSHIP AMONG GRADE LEVELS OF STUDENT PERCEPTION OF ENVIRONMENTAL PRESS BETWEEN SCHOOLS: ANALYSIS OF VARIANCE, UNWEIGHTED MEANS ANALYSIS

Source of Variation	SS	df	MS	F
Grades	79.1910	3	26.3970	.2628(NS)
Experimental Error	6325.9294	63	100.4116	
Total	6405.1204	66		

$F_{.90}$ = 2.18 (3,60)

Table 4.16 presents the summary of F tests on student perception of environmental press by grade level for each school of the sample. The obtained F ratios for each school were not significant at the .10 level of significance. A complete analysis of variance for each school appears in Appendix O. Thus the null hypothesis of a no relationship between grade levels of student perception of environmental press within a school is rejected.

Since the null hypotheses related to research hypothesis six are rejected, the implication is that the research hypothesis is not rejected. Thus, for Hypothesis Six, the decision was: research hypothesis is tenable.

Summary of Statistical Analysis

The following statements summarize the statistical analysis of the data.

Hypothesis One. The r-statistic was used to test for correlation between school climate scores, as determined by perceptions of each school's faculty, and school press scores, as determined by perceptions of a sample of each school's student body. The analysis of this hypothesized relationship was extended by a univariate regression analysis. In one case, the OCDQ was the predictor and the HSPI the criterion; and, in a second case, the reverse was considered. This analysis was completed to determine if a

Table 4.16

SUMMARY OF F TESTS ON STUDENT PERCEPTION OF ENVIRONMENTAL PRESS BY GRADE LEVEL[a] FOR EACH SCHOOL

School	Observed F Ratio	Significance
51	.9977	NS
52	1.3798	NS
53	.9030	NS
54	1.3468	NS
55	2.2480	NS
56	1.3209	NS
57	.0772	NS
58	2.6725	NS
59	1.8318	NS
60	2.3040	NS
61	.6806	NS
62	.2082	NS
63	.3282	NS
64	.7452	NS
65	.6809	NS
66	1.1781	NS
67	1.8361	NS
68	.6901	NS

[a] A complete analysis of variance for each school appears in Appendix O.

meaningful linear regression equation could be stated which could be used to predict organizational climate from environmental press and vice versa. The obtained correlation coefficient was -.37260, significant for a critical value of r at the .10 alpha level.

The analysis of variance, in the case where the OCDQ was the predictor and the HSPI the criterion, produced a significant F = 2.5795. The analysis of variance, where the HSPI was the predictor and the OCDQ the criterion produced an F = 2.5795, which is significant and was expected since both analyses used the same data. With a significant correlation and significant F ratios, two linear regression equations were stated. With a known climate score, the following equation can be used to predict a press score:

$$\tilde{Y}_1 = .46792X + 9.4 \quad .$$

With a known press score the following equation can be used to predict a climate score:

$$\tilde{Y}_2 = -.29671X + 30.07631 \quad .$$

For Hypothesis One the decision was: research hypothesis is tenable.

Hypotheses Two-Five. The r-statistic was used to test for correlation between the selected components of the Logical Structure Theory and perceived climate, in one case, and between the selected components and perceived press, in another case. The analysis of the hypothesized relationships was extended by a multivariate regression analysis. This analysis was completed to determine whether a meaningful multiple linear regression equation could be stated which could be used to predict organizational climate and environmental press from the Logical Structure Theory components of organization, program, human resources and material resources. The organization component correlated significantly with climate for a critical value of r at the .05 alpha level. The other components did not correlate significantly with climate. None of the components correlated significantly with press. An analysis of variance to test the relationship of the Logical Structure Theory components to climate and press produced F ratios which were not significant. Since the components did not correlate to climate or press and the analysis of variance produced non-significant F ratios, meaningful prediction equations were not stated. For each of these hypotheses the decision was: research hypotheses not tenable.

Hypothesis Six. The F-statistic was used to test the relationship among grade levels of student perception of environmental press within a school and between schools. The obtained F ratios between schools and within schools were non-significant for an alpha level of .10. The obtained F for the between schools analysis was .2628. The obtained F ratios for the within schools analysis ranged between .0772 and 2.67. Thus, for hypothesis six the decision was: research hypothesis tenable.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS RECOMMENDATIONS, AND CRITIQUE

This chapter presents an overall summary of the study, states general conclusions, notes implications, makes recommendations for further research and presents a critique of the research.

Summary

This study is summarized under the following headings: Statement of the Problem; Rationale; Review of the Literature; Methodology; and Findings.

Statement of the Problem

This study was initiated to ascertain whether evidence could be found to support the theses that: (1) the environment of a school as perceived by its student relates to the organizational climate of a school as perceived by its principal and faculty; and (2) certain components of the educational institution (organization, program, human resources and material resources) relate to faculty and principal perception of organizational climate or to student perception of environmental press.

Thus, answers were sought to the following two questions:

1. Is there evidence that high school students, who perceive a school's environment from a participant's referent point, perceive the environment differently from the faculty?
2. Is there evidence that certain system components of the high school, namely, its organization, program, human resources and material resources, relate to student and/or faculty perception of the school environment?

Rationale

Problems and issues related to a school's environment constantly arise and confront school faculties and students either individually or collectively. If these problems and issues are to be considered or resolved, their contexts need to be clarified in some systematic manner. A conceptual framework which attempts this clarification has been developed by Nelson[1] through a general systems model. The framework portrays the fundamental structure of an educational institution and notes the interactions among component parts and the forces that may impinge upon or influence the structure. The basic assumption of the conceptual framework is that there is a logical structure into which the component units of an educational institution can be uniformly arranged and the relationship among component parts made clear.

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[1] Norbert J. Nelson, "The Logical Structure Theory" (Lafayette, Indiana: Purdue University, 1962), 4 pp. (Mimeograph).

From this basic assumption and a number of attendant assumptions, Nelson constructed a schematic which portrays the relationships existing in his conceptual framework. Nelson's model shows the educational institution to be an open system which interacts with its environment. It depicts the external forces which impose pressures upon the school, its organization and members as being primarily social (cultural, political and economic) and personal (values, interests and ethos). Nelson's conception of the logical structure, into which the component units of an educational institution can be uniformly arranged, shows that inputs into the system are the products of society. From these products organizational commitment, role, purposes, programs, operations, organization, human resources and material resources are derived. These, then, become the critical components which Nelson identifies with the educational institution. The way the components are listed indicates their arrangement in the structure. Nelson suggests that the outcomes of the systems, as outputs, are attributes acquired by individuals who progress through the system which they would not otherwise have acquired without the formal experience.

Nelson's conceptual framework (the Logical Structure Theory) provides, for many reasons, an appropriate rationale for this study. First, it delimits the universe. Through its definition of the universe, the Logical Structure Theory permits one to focus keenly on specific components of the educational institution. This capability provides direction for the study. A second reason, to an extent following from the first, is that the Logical Structure Theory, in its description of the educational institution, identifies the interactions between components. This, in the study, serves as an aid to understanding anticipated relationships between organizational climate and environmental press.

Review of the Literature

The societal milieu of the United States has been adjusting itself steadily as the country evolved from agrarianism to industrialism. Not all aspects or segments of society, however, have been able to keep pace with the changes. Schools seem to have lagged behind in this respect. As a result, stresses and strains have developed in the educational system. During the process of societal evolution more and more segments of the society have become involved in educational matters. The segments include large and small entrepreneurs, special interest associations and state and federal governments. The constancy of societal changes and the increased involvement in education by the diverse segments of society have caused the educational enterprise to evolve as a complex subsystem of society.

Of the stresses being felt by the contemporary educational enterprise, the most prominent relate to one of its most fundamental problems. The problem is how to enable the educational enterprise (the school, if you will) to achieve dynamic equilibrium and appropriate interface with society. To state the problem in another way: what should be done to provide an institutional setting which enables institutional members to participate in and accomplish more relevant activities? Attempted answers to this problem have been offered. Some have worked, and others have failed. One of the most promising attempts at providing input into ways of solving the problem has come from recent developments in techniques for the assessment of the school's organizational climate and environmental press.

The basic notion of organizational climate is based on what theorists say individuals feel when they spend even a small amount of time with the personnel of a particular organization. These feelings are perceived, theorists note, in factories, in office buildings, in business establishments, in schools and in many other enterprises. Some theorists term this feeling "atmosphere" or "personality." However, regardless of the terminology employed, these authorities tend to explain the phenomenon in terms of the interactions among various individuals in the organization. In other words, they believe that the distinct climate, atmosphere or personality perceived by persons in an organization is a result of the way in which individuals at each level of the organization interact with each other and with personnel at other levels.

In a 1955 article addressed to educational administrators, Cornell used the term "organizational climate."[2] In 1958, Argyris used the term in a discussion of research concerned with the behavior of role participants in a bank.[3] Both Cornell and Argyris explained organizational climate in terms of the interactions among individuals in the organization, and each isolated and briefly discussed the variables which he believed had an effect on this interaction. In the years following 1958, other theorists have pointed out the relationship between the interaction among individuals in the organization and the climate of the organization. These theorists likewise have identified variables which they believed have an influence on the interaction among individuals. But, until the year 1963, no major breakthroughs had been achieved in any studies undertaken in the area of organizational climate in schools. In that year Halpin and Croft, through research enhanced by the application of sophisticated statistical procedures, identified and described eight dimensions of organizational climate.[4] Their work produced an instrument, the Organizational Climate Description Questionnaire (OCDQ), which can measure the eight dimensions of organizational climate in a dependable way.

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[2] Francis G. Cornell, "Socially Perceptive Administration," Phi Delta Kappan, No. 6 (March 1955), XXXVI, 219-223.

[3] Chris Argyris, "Some Problems in Conceptualizing Organizational Climate: A Case Study of a Bank," Administrative Science Quarterly, (March 1958), II, 501-520.

Recent studies have shown that the OCDQ is a valid instrument for assessing the organizational climate of schools, particularly elementary schools. It has been found that certain personality types among faculty members favor particular types of climate. Relationships have been found between climate and age of faculty members and between climate and years of teaching experience in the present system. In addition, relationships have been established between organizational climate and (1) the evaluation ratings of secondary schools as determined by the Evaluative Criteria; (2) the social insight of central office personnel and senior high school principals; (3) the level of innovativeness of the school; and (4) between climate and the school's dropout rate. On the other hand, some characteristics of school personnel and the school setting have not been shown to be related to organizational climate. For example, no relationships were found between organizational climate and sex of teachers or the degrees they held. Also, no relationships were found between organizational climate and size of a school, its grade organization, its location (urban vs. suburban) or its supervisor-teacher ratio.

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[4] Andrew W. Halpin, and Don B. Croft, The Organizational Climate of Schools (Chicago: Midwest Administration Center, University of Chicago, 1963).

There is a substantial body of literature dealing with a topic which has summarily been termed environmental press. The literature goes back to the early 1900's when a call was made to establish criteria for classifying and evaluating medical schools. In the intervening years since 1900, concern has grown regarding the evaluation of medical schools and has been extended to all types of educational institutions.

The approach commonly used to compare and evaluate schools is based primarily on statistical appraisals of readily accessible and quantifiable data related to the physical plant and personnel characteristics of the school. Recently, theorists have indicated that evaluations of schools -- or assessment of learning environments, as it is called -- should be based on what the school does to students. During the past fifteen years much work has been done in the assessment of learning environments in this way at the college and university level, but very little at the secondary and elementary school levels.

In 1958, Pace and Stern[5] suggested a technique for assessing college and university learning environments in the context of what the school does to students. Their conceptual approach to this type of environmental assessment was based on a needs-press construct adopted from the needs-press personality model developed by Murray.[6] From this conceptual base, Stern has subsequently developed one instrument to assess student perception of press and another to assess student perception of needs at the college level. Stern, as well as other researchers, found these instruments to be valid. Instruments to assess secondary school student perception of press and evening school student perception of press have been developed from these instruments used for colleges. It is the high school level instrument, the High School Characteristics Index (HSCI), that is considered in this study.

A definition of press has been given by Stern, but the one offered by Herr seems more definitive and specific. As a result, an adaption of Herr's definition is used in this study. Herr indicates that, basically, "press . . . can be considered as the specific attributes of a particular environment in terms of the benefits offered to particular needs or the frustrations imposed upon other needs."[7] From this definition and the subsumed aspects of the environmental press construct, it appears that the primary characteristics of "press" are analogous to those of the organizational climate construct, only that each is used at a different organizational level. That is, environmental press is oriented toward student perception of the school's personality, whereas organizational climate is oriented toward faculty perception of the school's personality.

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[5] Robert C. Pace, and George G. Stern, "An Approach to the Measurement of Psychological Characteristics of College Environments," Journal of Educational Psychology (October 1958), XLIX, pp. 269-277.

[6] Henry A. Murray, Explorations in Personality (New York: Oxford University Press, 1938).

A number of researchers have used the HSCI to test its relationship to various characteristics of students. One researcher found a relationship between personality characteristics of high school students and their perceptions of the school environment. Another researcher found that significant differences in press perceptions were evident between groups, according to the factors of sex, scholastic achievement, scholastic aptitude, father's occupation, and future plans of the student. The relationship between environmental press and achievement found by this researcher appears to be contrary to the findings of a team of researchers. They concluded that student achievement is not attributable to environmental press when press serves as a climate description related to the social context of the school.

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[7] Edwin L. Herr, "Field Theory and Differential Press: Implications for Counseling," Personnel and Guidance Journal (February 1965), XLIII, 586-590.

The organizational climate construct and the environmental press construct appear to be viable ways to assess and evaluate schools since one of the goals of education is to provide a learning environment that will enable students to achieve their maximum potential. Research studies have shown that organizational climate and environmental press are related to various characteristics of faculties and students respectively. These relationships, to the degree they are valid, substantiate the use of the constructs to better understand the total character of the school and thus move closer to one of the fundamental goals of education.

Methodology

A pilot study was undertaken and partially completed prior to commencing activities for data collection for the major study. The pilot study was not completed because several problems arose as data were being collected. The problems concerned: (1) the validity of the HSCI for measuring environmental press, as defined for the study, and (2) the time required for administration of the instrument. Activities necessary for the analysis and solution of these problems caused the investigator to terminate the pilot study after the HSCI data were collected in order to meet the time schedule of the major study. The pilot study, in effect, turned out to be a testing of the instruments and data gathering techniques which, with certain revisions, were used in the major study.

It was hoped that the pilot study would determine whether selected situational factors external to the school setting might, in one way or another, relate to organizational climate or environmental press. The purpose of the pilot study was to ascertain whether the selected situational variables needed to be taken into account when interpreting the results of the major study. The situational variables which were to have been assessed through the pilot study were: (1) urban vs. rural location of school; (2) enrollment in the school; (3) the age of the school building; (4) the educational level of the community; and (5) the average income of the community served by the school.

Instrumentation. Three instruments were used to gather data necessary for the research. They were: (1) the Organizational Climate Description Questionnaire (OCDQ); (2) the High School Press Index (HSPI); and (3) the Judges Rating Scale (JRS).

The OCDQ was developed by Andrew W. Halpin and Don B. Croft. The questionnaire contains 69 Likert-type response items, 64 of which are used in describing climate. Each item is a brief statement of a situation involving interpersonal behavior of teachers and principals. For scoring, the responses are grouped into eight categories each measuring one of eight dimensions of organizational climate. Four dimensions describe teachers' behavior and four describe the principal's behavior. These dimensions or subtests are scored separately for each respondent. The pattern formed by the eight subtest scores determines the type of organizational climate apparent in a particular school. Halpin and Croft identified six distinct climates and placed them on a continuum with an open type climate at one end and a closed type climate at the other.

The HSPI has been developed by the investigator, as an adaptation of the HSCI developed by George G. Stern. The HSPI contains 100 true or false items taken from the pool of 300 items in the HSCI. Items for inclusion in the HSPI were determined by a panel of five judges expert in the theory and practice of high school teaching and administration. Each item is a brief statement about high school life that refers to such things as the curriculum, teaching and classroom activities, students organizations and activities and the like. For scoring, 90 of the items were grouped into two categories, one measuring high press and the other measuring low press. These categories were scored separately for each respondent and then combined to give a press index for a school. Scores range from a +90 to -90, indicating perfect high press and perfect low press.

The JRS was also developed by the investigator under the guidance and direction of Professor N. J. Nelson. The instrument is designed to obtain ratings of schools related to their program, organization, human resources and material resources. It contains 75 items distributed over four subscales. Each of the subscales assesses one of the areas just noted and is equivalent to each of the four components of the Logical Structure Theory studied in this research. Each item on the JRS is derived from the concepts subsumed from the theory and assesses salient aspects of the school that are within the domain of the component. Scoring is facilitated by grouping items under the respective assessed components. A subscale score is derived by summing the respective subscale items. Each subscale is scored separately.

To obtain supplementary information about each school related to the four areas being assessed, each principal completed the Principal's Data Report Form (PDRF) and orally responded to questions on the Principal Interview Guide (PIG). These supplementary information collection devices were developed by the investigator. Except for that part of the form dealing with the human resources of the school (which consisted solely of tables), the PDRF consists of 176 items which relate to the salient aspects of the remaining three areas being assessed. Each principal was asked to respond to the items in a fashion analogous to the response set of the Evaluative Criteria. The PIG elicited information about the school, relating to the four areas, that could not be obtained through the PDRF. The Guide contains 22 questions which can be responded to in approximately 30 minutes. The questions are phrased so as to elicit an extended response from the principal, rather than a "yes" or "no."

Population and Sample. The population for this study consisted of principals, classroom teachers, ancillary personnel (counselors, librarians, A-V specialists, etc.) and students from public secondary schools in 22 counties in northwest-central Indiana. A sample of schools was selected on the basis of a list of predetermined criteria. There were 21 secondary schools in the 22 counties which were suitable for use in this study. Five of the 21 school refused an invitation to be included in the study. This refusal resulted in a reevaluation of all schools considered for inclusion in the population and an adjustment in one of the selection criteria. Ultimately, personnel and a sample of students from 18 secondary schools participated

In the 18 schools, 595 staff members participated (83 percent of all eligible staff members), as did 888 students (7.8 percent of the combined student population of the schools).

Data Collection. A letter was sent to the superintendent of the 17 school corporations in which the 18 sample schools were located. The letter described the study and solicited the superintendent's endorsement for the conduct of the study in the high school(s) of the corporation. When the superintendent's endorsement was received, the respective high school principals were contacted and a personal interview was scheduled with the investigator to discuss the purposes of the study and to make arrangements for the collection of data.

Data for the study relating to organizational climate and environmental press were collected in two ways: (1) by principals as coordinated through correspondence with the investigator, and (2) by two research aides specially trained to collect data. In 16 of the 18 schools, faculty members responded to the OCDQ at a time most convenient for them individually, after being presented material related to the OCDQ by the principal. At the two remaining schools, one of the aides administered the OCDQ to the faculty as a group. (It is interesting to note that these two schools ranked fourth and fourteenth in terms of the percentage of total faculty responses of the respective schools to the OCDQ.) In all of the 18 schools, one of the aides administered the HSPI to a sample of approximately 50 students from all grade levels housed in the school. In most cases, while environmental press data were being collected, the second aide used the Principal Interview Guide and tape-recorded an interview with the principal.

The data used in attempting to relate the components of the Logical Structure Theory to climate and press were obtained through the JRS from five judges who were selected on the basis of predetermined criteria, and who were specially trained to perform their functions. Because the task of assessing each of the 18 schools on the four components would have required a great deal of time from the judges, each judge assessed the 18 schools on only two components. This arrangement best suited each judge's personal time schedule and enabled the investigator to closely approximate the study's time table. The arrangement also provided for the overlapping of assessing schools by component since each component was rated by a minimum of two judges and a maximum of three different judges.

Findings. This section is divided into three subsections, namely: Scoring of the Instruments, Techniques

Used in Data Analysis and Testing of Hypotheses

Scoring of the Instruments. A special computer program was written to score the OCDQ responses. The program scored only those subtests whose scores contributed to ranking schools on a "most open" to "most closed" continuum as determined by a procedure recommended to achieve this objective. The procedure was recommended by Croft and used by Null[8] and Sargent.[9] It indicates that a climate score can be obtained by adding the Esprit and Thrust subtest scores and subtracting the Disengagement subtest score. The school with the highest score, as determined by this procedure, was classified as the "most open" for the sample and the school with the lowest score was classified as the "most closed." All other schools of the sample fell on a continuum between the two schools at either end. Each school's climate score was determined by computing the mean of the individual climate scores of the OCDQ respondents in the respective schools. The organizational climate scores of the schools are presented in ranked-order in Table 5.1.

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[8] Eldon J. Null, Organizational Climate of Elementary Schools (Danville, Illinois: The Interstate Printers and Publishers, Inc., 1967), p. 10.

[9] James C. Sargent, Organizational Climate of Secondary Schools (Danville, Illinois: The Interstate Printers and Publishers, Inc., 1967), p. 5.

Table 5.1

SCHOOLS' CLIMATE SCORES RANKED ACCORDING TO MEAN TOTAL SCORES OF THE ESPRIT, THRUST AND DISENGAGEMENT SUBTESTS ON THE ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE

School	Climate Score*	Climate Classification
64	41.238	Open
59	40.875	
62	40.829	
52	38.943	
67	38.939	
53	38.710	
55	36.615	Intermediate
63	36.304	
61	36.231	
56	34.737	
51	32.920	
65	32.108	
54	32.000	Closed
58	30.738	
60	26.900	
68	25.757	
66	25.565	
57	22.882	

*Determined by the formula C = Esp + Th - Diseng.

A special computer program was also written to score the HSPI responses. The program provided raw press scores for individual respondents, grade levels and the school. An individual's press score was determined by summing the weights assigned to the possible responses for each of the scored items. A true response to a high press item was weighted +1, while a false response on the same item was weighted -1. The reverse weighting procedure was used to score the low press items. The mean of the individual press scores by grade level provided grade level press scores, and the mean of the grade level press scores provided school press scores. A press score at any of the levels could range from +90 to -90. The press scores of the schools are presented in ranked order in Table 5.2.

The JRS was scored by hand. The scale which the judges used, to rate the extent to which each statement in the scale characterized the school, was limited to five choices. The choices were: (1) inferior, (2) below average, (3) average, (4) above average, and (5) superior. For the purpose of scoring, a weight was given to each choice which corresponded to the number preceding the choices as listed. To determine the rating of a school on any component, the weights of the judge's choices for the items of the component were added. The mean of a component rating across judges was computed to determine the component rating for a school. This was done for each of the four components.

Table 5.2

SCHOOLS' PRESS SCORES RANKED ACCORDING TO MEAN TOTAL SCORES ON THE HIGH SCHOOL PRESS INDEX AND THEIR CORRESPONDING PRESS CLASSIFICATION

School	Press Score	Press Classification
56	-16.20	Low
63	-15.11	Low
61	-13.24	Low
64	-13.02	Low
68	-12.43	Low
55	- 9.71	Low
51	- 8.66	Low
62	- 8.10	Low
67	- 8.04	Low
52	- 7.65	Low
53	- 7.19	Low
66	- 6.30	Low
59	- 4.76	Low
60	- 4.38	Low
54	+ 4.00	High
57	+ 4.47	High
65	+ 4.98	High
58	+ 7.96	High

To determine if schools were rated high, average or low on the respective components, a range of criterion scores was computed. This range of criterion scores was based on multiples of the number of judges rating a particular component and the maximum score by choice. The four component scores of the schools and their designation as being high, average or low are presented in Table 5.3.

Techniques Used in Data Analysis The basic technique used in analyzing data was that of correlation. The Pearson Product-Moment correlation procedure was used to determine if a relationship existed between environmental press and organizational climate, and also between the selected components of the Logical Structure Theory and the two perceptions of school environment. This technique for data analysis was extended by employing univariate and multivariate regression analysis procedures. These types of analyses provided the investigator with information for assessing the predictive capabilities of the various instruments used in the study. Lastly, the analysis of variance technique was used in testing the hypothesis of no difference in student perception of environmental press by grade level within a school and between schools as measured by mean scores on the HSPI.

Testing of Hypotheses Hypothesis 1 was formulated to test whether the organizational climate of schools, as

Table 5.3

TOTAL SCHOOL SCORES ON THE LOGICAL STRUCTURE THEORY COMPONENTS OF ORGANIZATION, PROGRAM, HUMAN RESOURCES AND MATERIAL RESOURCES, AND THEIR CLASSIFICATION AS HIGH, AVERAGE OR LOW

School	Component Score			
	Organization	Program	Human Resources	Material Resources
51	192 (A)*	182 (A)	87 (A)	156 (H)
52	176 (A)	175 (A)	85 (A)	118 (A)
53	204 (A)	191 (A)	92 (A)	167 (H)
54	180 (A)	169 (A)	86 (A)	113 (A)
55	220 (H)	219 (H)	109 (H)	157 (H)
56	180 (A)	196 (A)	92 (A)	134 (A)
57	177 (A)	182 (A)	90 (A)	180 (H)
58	216 (H)	214 (H)	106 (H)	135 (A)
59	223 (H)	191 (A)	97 (A)	125 (A)
60	199 (A)	189 (A)	94 (A)	106 (A)
61	235 (H)	236 (H)	111 (H)	198 (H)
62	205 (A)	173 (A)	93 (A)	150 (H)
63	206 (A)	163 (A)	93 (A)	142 (H)
64	212 (H)	211 (H)	104 (A)	142 (H)
65	188 (A)	198 (A)	97 (A)	174 (H)
66	207 (A)	171 (A)	91 (A)	150 (H)
67	253 (H)	244 (H)	116 (H)	147 (H)
68	192 (A)	192 (A)	100 (A)	156 (H)

*Letter designation indicates whether score is high, average or low.

determined by perceptions of a sample of each school's student body, was related. The r-statistic was computed to test this hypothesis. The analysis of the hypothesized relationship was extended by a univariate regression analysis. In one case, the OCDQ was the predictor and the HSPI the criterion; and, in a second case, the reverse was considered. This regression analysis was completed to determine if a linear equation could be stated which might be used to predict organizational climate from environmental press and vice versa. The obtained correlation coefficient r was -.37260, which is significant for a critical value of r at the .10 alpha level.

The analysis of variance involved in performing the regression analysis produced significant F ratios both when the OCDQ was the predictor and the HSPI the criterion and also when the HSPI was the predictor and the OCDQ the criterion. Since both the coefficients of correlation and the F ratios were statistically significant, two linear regression equations were stated. Thus, with a known organizational climate score the following equation can be used to predict a press score:

$$\tilde{Y}_1 = .46792X + 9.4 .$$

When the press score is known the following equation can be used to predict a climate score:

$$\tilde{Y}_2 = -.29671X + 30.07631 .$$

Although the correlation coefficient is small and significant at a relatively high alpha level, it appears that there is a relationship between the way faculty members perceive the organizational climate of the school and the way students perceive the press of the school environment. Thus, Hypothesis 1 was proved tenable.

Research Hypotheses 2 to 5 were tested to determine if the Logical Structure Theory components of organization, program, human resources and material resources, considered independently, were related to the perceived organizational climate of a school or its perceived environment press. The r-statistic was computed to test this hypothesis. To extend the analysis of the hypothesized relationships, a multivariate regression analysis was used. This analysis was completed to determine if a multiple linear regression equation could be stated which might be used to predict organizational climate and/or environmental press from the Logical Structure Theory components of organization, program, human resources and material resources. When relating the components to climate, it was found that only the organization component correlated significantly with climate. It was found also that none of the four components correlated significantly with press. Presented in Table 5.4 are the correlation coefficients obtained when testing the relationship between the four components and climate and press.

Table 5.4

PEARSON PRODUCT-MOMENT CORRELATION COEFFICIENTS BETWEEN FOUR OF THE LOGICAL STRUCTURE THEORY (LST) COMPONENTS SCORES AND OCDQ AND HSPI SCORES

LST Component	OCDQ	HSPI
Organization	.44731*	-.20979 (NS)
Program	.24705 (NS)	-.09603 (NS)
Human Resources	.23953 (NS)	-.14085 (NS)
Material Resources	-.09505 (NS)	-.02275 (NS)

*Critical value $r_{.95} = \pm .4007$

a. $F_{obs} = 1.6117$. From the analysis of variance for the multiple linear regression when the predictors were the four LST component scores and the criteria were OCDQ scores. $F_{critical}$ at .10 level with 4 and 13 df = 2.43.

b. $F_{obs} = .1725$. From the analysis of variance for the multiple linear regression when the predictors were the four LST component scores and the criteria were HSPI scores. $F_{critical}$ at .10 level with 4 and 13 df = 2.43.

Even though there was no major correlation between the variables the regression analysis technique was applied to the data. As expected, the analysis of variance did not provide significant F ratios. As a result, no meaningful prediction equations could be stated. The observed ratios are presented at the bottom of Table 5.4. From the analysis, it appeared that there was no relationship between the four components of the Logical Structure Theory and the way in which school faculties and students perceive their environment. Thus, the decision for Hypotheses 2 to 5 was that each hypothesis was not tenable.

Research Hypothesis 6 was tested to ascertain if students at different grade levels, within a school and between schools, perceived environmental press similarly. To test this hypothesis the F-statistic was used. The analysis of variance used to assess the difference in grade level perception of environmental press between schools used the unweighted means analysis technique. The obtained F ratio was not significant for an alpha level of .10. Table 5.5 presents a summary of the analysis of variance for the between schools test.

Table 5.5

SUMMARY OF THE ANALYSIS OF VARIANCE, USING THE UNWEIGHTED MEANS ANALYSIS TECHNIQUE, TO TEST DIFFERENCES BY GRADE LEVEL AND BETWEEN SCHOOLS OF THE ENVIRONMENTAL PRESS PERCEPTION OF HIGH SCHOOL STUDENTS

Source of Variation	SS	df	MS	F
Grades	79.1910	3	26.3970	.2628(NS)
Experimental Error	6325.9294	63	100.4116	
Total	6405.1204	66		

$F_{.90} = 2.18$ (3,60)

The F tests on student perception of environmental press by grade level within schools produced, in each case, F ratios that were not significant at the .10 level of significance. A listing of the observed F ratios for each of the sample schools is presented in Table 5.6.

The various tests disclosed no apparent difference in perception of environmental press by grade levels between schools or within a school. As a result, it was decided that Hypothesis 6 was tenable.

Conclusions

As a result of the investigation and within the limitations posed in this research, it may be concluded that a relationship exists between staff perception of high school organizational climate and high school students' perception of environmental press. The correlation between the respective perceptions of climate and press was significant but proved to be negative. This result indicates that when faculties perceive an open type climate, students perceive high environmental press; conversely, when faculties perceive a closed type climate, students perceive low environmental press. Although the statistical evidence permits this conclusion to be drawn, no statistical inference can be made regarding the factors which precipitated the relationship.

Table 5.6

A SUMMARY OF THE OBSERVED F-RATIOS OBTAINED WHEN TESTING DIFFERENCES BY GRADE LEVEL AND WITHIN A SCHOOL OF THE ENVIRONMENTAL PRESS PERCEPTION OF HIGH SCHOOL STUDENTS

School	Observed F-Ratio	Significance
51	.9977	NS
52	1.3789	NS
53	.9030	NS
54	1.3468	NS
55	2.2480	NS
56	1.3209	NS
57	.0772	NS
58	2.6725	NS
59	1.8318	NS
60	2.3040	NS
61	.6806	NS
62	.2082	NS
63	.3282	NS
64	.7452	NS
65	.6809	NS
66	1.1781	NS
67	1.8362	NS
68	.6901	NS

It also may be concluded, based on the evidence gathered, that the Logical Structure Theory components of organization, program, human resources and material resources have little, if any, relationship to staff perception of high school organizational climate or to student perception of high school environmental press. The statistical evidence warrants a qualification of this conclusion in one respect. It showed that the organizational component did correlate significantly with organizational climate. This correlation was expected since the concepts embodied in the component are very similar to those associated with the organizational climate construct. Both the organizational component and the organizational climate construct consider the relationships among individuals in the school. Thus, the four components of the Logical Structure Theory selected for investigation in this research and the concepts subsumed for them apparently have little relevance to the way organizational climate and environmental press are perceived by staff and students respectively.

Finally, the results of the study show that students of different grade levels, in the same and different schools, tend to perceive the press of their environment in a similar way. Although no cause and effect relation is suggested, this aspect of the study tends to contradict speculations of some theorists that age is a factor that affects how one perceives his environment, particularly during the maturation period of adolescents.

Implications

Managers of profit-oriented organizations have always been concerned about the effects of their decisions on personnel at various hierarchical levels, particularly those decisions related to the achievement of organizational goals. Their concerns are based on the problems which they anticipate from such problems as the replacement of specially trained personnel or the maintenance of a psychologically balanced work setting. Can managers test a tentative decision on a segment of the organization and infer its effects with a degree of certainty on the rest of the organization? Can managers structure the environmental setting of the organization by affecting decisions for one hierarchical level and expect certain changes at another hierarchical level? School administrators have these same concerns and for essentially the same reasons. Using the school context, the same questions could be asked by high school principals. Thus, it would be logical to assume that if a relationship existed between different hierarchical organizational level perceptions of organizational climate, the questions posed could be answered affirmatively. With the school as the organizational referent, it would be logical to assume that is a relationship exists between teacher and student perception of climate, school administrators could test decisions on either teachers or students; and thereby inferring their effects on untested groups, structure the perception of the school's climate of either teachers or students by affecting decisions applicable to one or the other of the two groups. Awareness of this relationship enables school administrators to be educational executives and in the educational enterprise, to meet the goal of quality education and finally to satisfy the needs of all students.

This research has shown, within the limitations posed, that there is a significant relationship between teacher and student perception of school climate. This relationship lends support to the above implication that the administrator can test decisions on one group and infer their effects on another, and can thus possibly structure the school climate to enable the school to achieve its goals.

Student activism at the high school level is becoming increasingly prevalent. The demands college students are making on universities are being picked up and used by high school students. Another implication of the findings of this research is that a short, easily administered instrument can be given to high school faculties and the results used to infer student attitude about the environmental setting of the school. The number of teachers in a high school is only a small percentage of the school's student enrollment. Thus, an assessment of student perception of school climate can be obtained quickly and with a minimum amount of effort by the principal. Consequently, the principal can assume a posture that will enable him to act with a degree of assurance and meet the forces that might disrupt the equilibrium of the organization.

The correlation coefficient for the relationship between faculty and student perception of school climate, in addition to being statistically significant, was negative. The negative correlation is interpreted to mean that when high school faculties perceive the school's climate as open, students perceive it to have high press. It is also interpreted to mean that when high school faculties perceive the school's climate as closed, students perceive it as having low press. The implication drawn from this interpretation is that the faculties' perception of an open climate, which is an indication of something generally presumed good from their point of view, leads to a high press on students, which is an indication of something generally unfavorable from the student's point of view. Where faculties perceive the climate to be closed and students perceived low press, the reverse is true. Thus, it seems that when faculties have, or perceive to have, the conditions of an open climate, they do not behave in ways that would cause students to perceive a low press climate. In other words, teachers apparently do not structure an environment for students like the one they have for themselves. This poses a serious dilemma in these times of teacher militancy and student activism. Should the high school environment be structured so that teachers are happy and students apparently unhappy? Or, should the high school environment be structured so that students perceive low press, which may be good from their point of view, but that teachers perceive an environment that may be unfavorably received? No data were gathered in this study that could be used to suggest solutions to this dilemma. But the findings and the implications drawn from them suggest an interesting area for exploration.

Most scholars, in defining"theory," indicate that theory is conceived in the context of "is" as opposed to "what ought to be." If a theory is a notion about what is happening within a particular universe, some testing must be done to provide empirical evidence for the validation, rejection or modification of hypotheses formulated from the theory. This research provides testing for selected components of the Logical Structure Theory. The assessed components take into account the organization or operational structure of the school, its curricular and co-curricular program, its human resources and its material resources. The results of this research demonstrate that the way high school faculties and students perceive their environment is clearly not related to the school program, its human resources or material resources, when the quality of these aspects are judged to be high, average or low. It was further demonstrated that the way faculties perceive organizational climate is related to an average rating of a school's organization or operating structure. This relationship is not demonstrable, however, when student perception of environmental press is considered. It appears, then, that if the Logical Structure Theory is to present a conceptualization which clearly portrays the fundamental structure of an educational institution - one which provides responsible persons with a means to resolve problems and issues shaping the environmental setting - modification of the hypotheses and concepts subsumed from the respective components assessed in this study should take place.

It seems appropriate to note also, for the benefit of high school principals and guidance personnel, an implication concerning the finding relative to student perception of environmental press by grade level. The conclusion that students of different grade levels, in the same school and different schools, tend to perceive the press of their environment in a similar way seems contrary to what might logically have been assumed. The age level and experience of students apparently does not affect their perception of what is done to them and for them by the school. Also, it may be inferred from these findings that schools are possibly not providing an environment which is meeting the needs of their students.

Recommendations

The following recommendations are submitted as suggestions for further research:

1. That a study, similar to that herein, be conducted by an investigator in an attempt to replicate the evidence found in this research;
2. That a study, similar to that herein, be conducted by an investigator that would assess the relationship between the Logical Structure Theory Components of Commitment, Role, Purpose and Operation and teacher perception of organizational climate and student perception of environmental press;
3. That a study be conducted which would attempt to establish significant validity and reliability for the High School Press Index;
4. That a study be undertaken to determine if items in the OCDQ subtests which were not responded to by the subjects correlate to the organizational climate of the school;
5. That a study be devised to test the validity of the Judges Rating Scale by comparing the results obtained through the technique used in this study and an assessment made of a school over the respective components through site visitation;
6. That a study be undertaken to test for relationships between student perception of environmental press and the situational variables of: urban or rural location of school, enrollment of the school, age of the school building, education level of the community and income of the community served by the school.

Critique

In brief, this study has demonstrated that there is a relationship between teacher and student perception of the high school environmental setting. It has also shown that selected components of the Logical Structure Theory are not related to these perceptions and that students at different grade levels in high school perceive the environmental press of the school similarly.

Three general comments need to be made before a discussion of specifics. The first is that this research effort has raised more new questions than it has answered. But of course, isn't this the way of research? The second comment is that the present study will need to be replicated using a different and independent sample of schools. And finally, in a research conducted under a grant the investigator must contend with the realities of time, money and personnel. Regardless of how tempting the prospect may be for more inquiry, the investigator has to stop somewhere and report his findings to-date. These, then, are the restraints under which these findings have been reported.

A number of researchers, including Dr. Halpin, have expressed some doubts about the use of the Organizational Climate Description Questionnaire to ascertain the organizational climate of secondary schools. The OCDQ was developed from data collected from elementary schools and is intended for use in the elementary school. Its authors' overriding concern was whether the Organizational Climate of elementary schools could be mapped at all, no matter how crudely. They felt that their efforts demonstrated that the OCDQ could do it. A study using a different sample, but replicating Halpin and Croft's statistical techniques, adds a measure of validity to the OCDQ for use with elementary schools.[10] There still remains the question of the applicability of the OCDQ at the high school level and, even more critically, during these tenuous times of teacher unrest and militancy. It seems that principals are, or soon will be, assuming an identification which will clearly dichotomize the administrative and teaching roles. Recent teacher activities and actions seem to be bringing this about. Apparently teachers are concerned not only about authoritarianism but paternalism as well. They seem not to want any part of either. Thus, OCDQ items 29, 33, 37, 43, 52 and others might well be seen as statements referring to objectionable conditions. Five to seven years ago, these items were probably read by teachers with little of the bias prevailing today.

The question of the applicability of the OCDQ to high schools has not been resolved. The answer may lie in the development of an instrument designed specifically for the high school. With teachers currently feeling as they do, it might be asked whether the OCDQ is even applicable to the elementary school. A replication of the Halpin and Croft study might be beneficial at this time.

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[10] Robert J. Brown, Organizational Climate of Elementary Schools (Minneapolis: Educational Research and Development Council of the Twin Cities Metropolitan Area, Inc., University of Minnesota, 1965).

Some doubt arises when consideration is given to the use of climate and press scores as criteria against which to judge the concepts subsumed from the components of the Logical Structure Theory considered in this study. Using climate and press, as criterion measures, cannot be absolutely ruled out; but there may still be better suited and more relevant criteria. These criteria need to be sought out and carefully screened to determine their relevancy in testing the theory.

Using climate and press as criteria does not, totally or partly, contribute to all of the doubt. One must also question the techniques and the instrument used to gather information for the assessment of the components of the Logical Structure Theory selected for this study. The techniques need to be studied and possibly revised and the _Judges Rating Scale_ needs to be more rigorously tested. The latter suggestion raises the question of what would be an appropriate criterion upon which to test the validity of the _Judges Rating Scale_.

To answer this question, the investigator can suggest one type of criterion study that may prove relevant.

Specifically, it would be useful to send a team of observers into a sample of high schools and have the team members study each school with the purpose of describing the school in respect to the Logical Structure Theory components of organization, program, human resources and material resources and the concepts and notions subsumed for each of them. Concomitantly, the Judges Rating Scale could be responded to in the manner employed in this research. Then a group of qualified judges, different from the other two groups, should be asked to do a "blind matching" between the case reports and the JRS profiles.

The Judges Rating Scale in its present state and the techniques used in applying it must, at this point, be construed as only a relatively crude way of assessing segments of the educational institution as delineated by the Logical Structure Theory. It may serve as a model, but much work needs to be done to improve it.

Several points need to be taken into account regarding the relationships between climate and press and the Logical Structure Theory components considered in this study. First is the notion that the relationships might possibly be curvilinear. In this research, the assumption was made that if relationships existed, they would be linear. This idea of the possibility of curvilinear relationships is left to be tested by another investigator. The second point that needs to be taken into account is the population from which the sample was drawn to test the relationships. In this study, it was assumed that the population was sufficiently diverse, in terms of the variables being studied, to render the selected sample heterogeneous. The opposite might, in fact, have been the case. That is, the locale of the population might have been such that there was too much homogeneity in the sample. Expanding the population to include locales that are distinctly dissimilar might possibly allow a sample to be drawn that would be heterogeneous. Thus, this study might be replicated by another investigator in which he would use the Midwest or some other region of the country to serve as a population from which to draw a sample. With a population this large, it might be demonstrated that there are significant relationships between climate and press and the Logical Structure Theory components.

Finally, some of the shortcomings and limitations of the High School Press Index should be noted. First, the items which constitute the HSPI were taken from another instrument which purports to measure high school student perception of environmental press. Some doubt is raised as to whether the items are relevant to today's high school student. This, in turn, raises the question of whether the instrument is a sufficient measure of student perception of environmental press. The investigator validated the HSPI to a degree sufficient for the purposes of this study. Using the technique employed by the investigator, but with a much larger sample, another attempt should be made to validate the instrument.

Here again, the HSPI may serve as a model for another investigator to use in developing an instrument to determine press which would be more valid and reliable.

This study, like all initial exploratory studies, has its critical shortcomings and limitations. This critique is an attempt to point out some of the shortcomings and limitations that are apparent to the investigator. Hastily added is the note that not all the shortcomings and limitations will be identified and very possibly not even the most significant or obvious ones. As is often the case, those close to the forest do not always see all of the trees. In social science research, activities and procedures are sildom as clear as the investigator would like them to be.

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APPENDIX A

SECTION I

Organizational Climate Description Questionnaire

Directions

The items in this questionnaire describe typical behaviors or conditions that occur within a school organization. Please indicate to what extent each of these descriptions characterizes your school. Please do not evaluate the items in terms of "good" or "bad" behavior, but read each item carefully and respond in terms of how well the statement describes your school.

The descriptive scale on which to rate the items is printed at the top of each page of the questionnaire. Please read the Answer Card Marking Instructions which describe how you should mark your answers.

The purpose of this questionnaire is to secure a description of the different ways in which teachers behave and of the various conditions under which they must work. After you have marked the answer card we will examine the behaviors or conditions that have been described as typical by the majority of the teachers in your school, and we will construct from this description, a portrait of the Organizational Climate of your school.

Answer Card Marking Instructions

Items 1 through 9 are biographical items. The information obtained from them will be used in giving a general description of the respondents. On the answer card darken in the space below the letter which identifies the appropriate response for each item.

Items 10 through 73 make up the Organizational Climate Description Questionnaire. Printed below is an example of a typical item found in the OCDQ:

Teachers call each other by their first names.

a. Rarely occurs
b. Sometimes occurs
c. Often occurs
d. Very frequently occurs

a b c d
|| || ▮ ||

In this example the respondent completely darkened the space below alternative c to show that the interpersonal relationship described by this item "often occurs" at his school. Of course, any of the alterantives could be selected, depending upon how often the behavior described in the item does, indeed, occur in your school.

Please mark your answer for each question by completely darkening the space as in the sample. Make the mark heavy and dark. Also, please be sure that you mark every item. Remember all items are to be marked on the answer card, but please do not make any marks on the questionnaire.

You may begin answering the questionnaire as soon as you have completed these instructions. There is no time limit on the OCDQ (the normal working time is 15 to 20 minutes).

Questionnaire

Response Key:

a. Rarely occurs	c. Often occurs
b. Sometimes occurs	d. Very frequently occurs

1. Position: Principal (a) Teacher (b) Other (c)
2. Sex: Man (a) Woman (b)
3. Age: 20-29 (a) 30-39 (b) 40-49(c) 50-59(d) 60 or over (e)
4. Marital Status: Single (a) Married (b) Separated (c) Divorced (d)
5. Highest degree held: Associate (a) Bachelors (b) Masters (c) Specialist (d) Doctorate (e)
6. Grade of certificate held: Provisional (a) Reciprocity (b) First Grade (c) Professional (d) Permanent (e)
7. Years of experience in education: 0-9 (a) 10-19 (b) 20-29 (c) 30 or over (d)
8. Years at this school: 0-4 (a) 5-9 (b) 10-19 (c) 20 or over (d)
9. Do you reside within the community in which you work? Yes (a) No (b)
10. Teachers' closest friends are other faculty members at this school.
11. The mannerisms of teachers at this school are annoying.
12. Teachers spend time after school with students who have individual problems.
13. Instructions for the operation of teaching aids are available.
14. Teachers invite other faculty members to visit them at home.
15. There is a minority group of teachers who always oppose the majority.
16. Extra books are available for classroom use.

17. Sufficient time is given to prepare administrative reports.
18. Teachers know the family background of other faculty members.
19. Teachers exert group pressure on non-conforming faculty members.
20. In faculty meetings, there is the feeling of "let's get things done."
21. Administrative paper work is burdensome at this school.
22. Teachers talk about their personal life to other faculty members.
23. Teachers seek special favors from the principal.
24. School supplies are readily available for use in classwork.
25. Student progress reports require too much work.
26. Teachers have fun socializing together during school time.
27. Teachers interrupt other faculty members who are talking in staff meetings.
28. Most of the teachers here accept the faults of their colleagues.
29. Teachers have too many committee requirements.
30. There is considerable laughter when teachers gather informally.
31. Teachers ask nonsensical questions in faculty meetings.
32. Custodial service is available when needed.
33. Routine duties interfere with the job of teaching.
34. Teachers prepare administrative reports by themselves.
35. Teachers ramble when they talk in faculty meetings.
36. Teachers at this school show much school spirit.
37. The principal goes out of his way to help teachers.
38. The principal helps teachers solve personal problems.
39. Teachers at this school stay by themselves.
40. The teachers accomplish their work with great vim, vigor, and pleasure.

41. The principal sets an example by working hard himself.
42. The principal does personal favors for the teachers.
43. Teachers eat lunch by themselves in their own classrooms.
44. The morale of the teachers is high.
45. The principal uses constructive criticism.
46. The principal stays after school to help teachers finish their work.
47. Teachers socialize together in small select groups.
48. The principal makes all class-scheduling decisions.
49. Teachers are contacted by the principal each day.
50. The principal is well prepared when he speaks at school functions.
51. The principal helps staff members settle minor differences.
52. The principal schedules the work for the teachers.
53. Teachers leave the grounds during the school day.
54. Teachers help select which courses will be taught.
55. The principal corrects teachers' mistakes.
56. The principal talks a great deal.
57. The principal explains his reasons for criticism to teachers.
58. The principal tries to get better salaries for teachers.
59. Extra duty for teachers is posted conspicuously.
60. The rules set by the principal are never questioned.
61. The principal looks out for the personal welfare of teachers.
62. School secretarial service is available for teachers' use.
63. The principal runs the faculty meeting like a business conference.
64. The principal is in the building before teachers arrive.
65. Teachers work together preparing administrative reports.
66. Faculty meetings are organized according to a tight agenda.

67. Faculty meetings are mainly principal-report meetings.
68. The principal tells teachers of new ideas he has run across.
69. Teachers talk about leaving the school system.
70. The principal checks the subject-matter ability of teachers.
71. The principal is easy to understand.
72. Teachers are informed of the results of a supervisor's visit.
73. The principal insures that teachers work to their full capacity.

(Note: Items 10 through 73 are taken from: Halpin, Andrew W., and Don B. Croft, The Organizational Climate of Schools, Midwest Administration Center, University of Chicago, Chicago, Illinois, 1963, pp. 122-124. Permission for their use has been granted by the Midwest Administration Center.)

APENDIX A
Section II

HIGH SCHOOL PRESS INDEX

The following is the list of items taken from the HSCI to which students responded and which make-up the HSPI. They are presented by category, that is, high press items, low press items, and neutral press items.

Low Press Items

8. Teachers often try to get students to speak up freely and openly in class.

12. Students here learn that they are not only expected to have ideas but to do something about them.

15. In English classes, students are encouraged to be imaginative when they write.

16. A great many students are involved in intramural sports and other athletic activities.

17. Many teachers and students are concerned with literary, musical, artistic, or dramatic activities outside the classroom.

21. No one needs to be afraid of expressing a point of view that is unusual or not popular in this school.

29. Teachers here are genuinely concerned with student's feelings.

47. This school offers many opportunities for students to get to know important works of art, music, and drama.

51. Everyone has the same opportunity to get good marks because the tests are marked very fairly.

59. Outside of class most teachers are friendly and find time to chat with students.

61. Students are seldom kept waiting when the office sends for them.

64. It is easy to make friends in this school because of the many things that are going on that anyone can participate in.

65. Most students can easily keep out of trouble in this school.

71. There are some pretty strong feelings expressed here about political parties and elections.

74. Teachers provide opportunities for students to develop their skills and talents directing the work of others.

Low Press Items (continued)

81. The principal and teachers are usually understanding if a student does something wrong and will give him the benefit of the doubt.

85. Teachers here like students to use a lot of imagination when they write compositions, and give good marks to those who do.

98. Students don't hesitate to voice their complaints around here.

119. Students here are encouraged to be on their own and to make up their own minds.

126. New ideas are always being tried out here.

128. When students do not like a school rule, they really work to get it changed.

141. If a student thinks out a report carefully teachers will give him a good mark, even if they don't agree with him.

147. Most of the teachers here try to decorate their classrooms so that the students will find them more pleasant to be in.

151. Teachers seldom make you feel you're wasting their time in the classroom.

152. Examinations here really test how much a student has learned.

159. Teachers seldom get annoyed when students disagree with them during classroom discussion.

160. There are no favorites at this school; everyone gets treated alike.

161. Student discussions on national and international news are encouraged in class.

187. In most classes, the presentation of material is well planned and illustrated.

205. Teachers welcome the student's own ideas on serious matters.

209. One nice thing about this school is the personal interest taken in the students.

Low Press Items (continued)

210. Most of the teachers are deeply interested in their subject-matter.

225. Teachers encourage students to think about exciting and unusual careers.

239. The teachers go out of their way to help you.

240. There is interest here in learning for its own sake, rather than just for grades or for graduation credits.

248. The principal here is willing to hear student complaints.

253. Class discussions are usually vigorous and intense.

259. Teachers are always carefully dressed and neatly groomed.

261. If students do their work well they get a good mark, whether or not the teacher likes them.

275. Teachers seldom use physical punishment.

279. Students can feel free to disagree with their teachers openly.

299. Counseling and guidance services are really personal, patient, and extensive.

300. Clear and careful thinking are most important in getting a good mark on reports, papers and discussions.

High Press Items

2. There is a lot of competition for grades.

18. In most classes there is very little joking and laughing.

24. It's important here to be a member of the right club or group.

30. There is a lot of emphasis on preparing for college.

31. You need permission to do anything around here.

33. In gym class, everyone has to do the same exercises, no matter how good or bad they are at it.

High Press Items (continued)

42. The teachers are seldom calm and even-tempered, when disciplining students.

52. Many teachers get very upset if students happen to report to class a little late.

63. Once you've made a mistake, it's hard to live it down in this school.

68. Pupils are often expected to work at home on problems which they could not solve in class.

69. Students rarely express opinions different from the teacher's.

70. Students are expected to report any violation of rules and regulations to their teacher or the principal.

75. Teachers here warn students to be down to earth in planning for their future, and discourage daydreaming about adventure and making a lot of money.

79. Looking and acting "right" is very important to teachers and students here.

82. Many teachers require students to recopy notes or papers to make them neat.

90. Assemblies or discussions on serious subjects are not held very often here.

91. The teachers very often make you feel like a child.

92. Popularity, pull and bluff get students through many courses.

93. Students are usually made to answer to the principal of the school as well as the teacher when they have done something wrong.

111. Students are sometimes punished without knowing the reason for it.

112. At this school the motto seems to be "a place for everything and everything in its place."

123. Students have to get up in front of the class to recite no matter how embarrassed they might be.

High Press Items (continued)

130. Student leaders at this school expect you to go along with what they say.

133. Teachers here have little interest in what they are doing.

134. Students who are not neatly dressed are likely to have this called to their attention.

153. When a student fails a test, he has to take a note home to his parents.

162. An open display of emotion (such as crying, swearing, etc.) would embarrass most teachers.

165. There is little sympathy here for ambitious daydreams about the future.

171. Some of the teachers treat questions in class as if the students were criticizing them personally.

179. Most of the teachers are not interested in student's personal problems.

181. Those in charge are not very patient with students.

183. Students are made to explain why they did something when the teacher doesn't like what they've done.

190. Knowing the right people is important in getting in on all of the activities.

198. Students who tend to say or do the first thing that occurs to them are likely to have a hard time here.

211. When you get into trouble with one teacher around here, the other teachers soon know about it.

212. In this school there are very few contests in such things as speaking, chess, essays, etc.

220. You have to act like all of the others in order to be in with the group.

223. Classes are boring.

231. Teachers always seem to think students are up to something and make the worst of even small happenings.

High Press Items (continued)

237. In this school style is more important than dressing for personal comfort.

243. Everyone knows who the smart students are because they are in different classes from the others.

247. It is hard to prepare for examinations because students seldom know what they will be tested on.

265. Students are seldom encouraged to think about developing their own personal values and a philosophy of life.

271. There is a lot of apple-polishing and buttering-up of teachers around here.

273. Teachers often ask a lot of personal questions.

280. The student leaders here really get away with a lot.

Neutral Press Items

6. The students here come from many different kinds of homes.

19. Formal dances are seldom held here.

78. Students frequently do things on the spur of the moment.

87. Few student's lockers are decorated with pictures, pennants, etc.

88. Many students here really enjoy dancing.

116. Few students are planning careers in science.

163. Students get so wrapped up in various activities that they often lose all sense of time or of other things going on around them.

186. Very few of the teachers have been here for a long time.

246. Many of the teachers have lived in this community all their lives.

256. Few students bother with rubbers, hats, or other special protection against the weather.

HIGH SCHOOL CHARACTERISTICS INDEX

Form 960

by George G. Stern

There are 300 statements in this booklet They are statements about high school life. They refer to the curriculum, to high school teaching and classroom activities, to rules, regulations and policies, to student organizations, activities and interests, to features of the buildings and grounds, etc. The statements may or may not be characteristic of your high school because high schools differ from one another in many ways. You are to decide which statements are characteristic of your high school and which are not. Your answers should tell us what you believe is true about your high school rather than what you might personally prefer. You won't *know* the answers to many of these statements, because there may not be any really definite information on which to base your answer. *Your response will simply mean that in your opinion the statement is probably true or probably false about your high school.*

Do not omit any item.

DIRECTIONS

On the special answer sheet print your name, and the other information requested. Then, as you read each statement in the booklet, *blacken* space

T – when you think the statement is generally TRUE or characteristic of your high school, is something which occurs or might occur, is the way people tend to feel or act.

F – when you think the statement is generally FALSE or not characteristic of your high school, is something which is not likely to occur, is not the way people typically feel or act.

DIRECTIONS FOR USING NCS ANSWER SHEET

The rows of response circles are numbered to correspond to the items in the Test Booklet. Each question may be answered either Ⓣ or Ⓕ.

In marking your answers on the Answer Sheet, make sure that the number of the Statement is the same as the number on the Answer Sheet. Be sure to answer either Ⓣ or Ⓕ for every Statement.

- **Be sure to use a No. 2½ or softer writing pencil.**
- **Do Not Use Ball Point or Ink.**
- **Keep your Answer Sheet Clean.**
- **Do not make stray marks.**
- **Erase errors completely.**
- **Fill the circle completely.**

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Legend: T — True. Generally true or characteristic of your high school, is something which occurs or might occur, is the way people tend to feel or act.

F — False. Generally false or not characteristic of your high school, is something which is not likely to occur, is not the way people typically feel or act.

1. Teachers are very interested in student ideas or opinions about school affairs.
2. There is a lot of competition for grades.
3. Grades are read out in class so that everybody knows who got the high and low marks.

4. There are very few clubs and student group activities to which students may belong.
5. School property is seldom damaged by students.
6. The students here come from many different kinds of homes.

7. Most classes are very well planned.
8. Teachers often try to get students to speak up freely and openly in class.
9. Teachers go out of their way to make sure that students address them with due respect.

10. There is a recognized group of student leaders at this school.
11. Most teachers are not very interested in what goes on in the local government of the community.
12. Students here learn that they are not only expected to have ideas but to do something about them.

13. Classroom discussions are often very exciting, with a lot of active student participation.
14. Competition is keen for parts in student plays.
15. In English classes, students are encouraged to be imaginative when they write.

16. A great many students are involved in intramural sports and other athletic activities.
17. Many teachers and students are concerned with literary, musical, artistic, or dramatic activities outside the classroom.
18. In most classes there is very little joking and laughing.

19. Formal dances are seldom held here.
20. Many of the upperclassmen help new students get used to school life.
21. No one needs to be afraid of expressing a point of view that is unusual or not popular in this school.

22. Students seldom change places during class.
23. Students really get excited at an athletic contest.
24. It's important here to be a member of the right club or group.

25. Many students are interested in books and movies dealing with psychological problems.

26. The school library is very well supplied with books and magazines on science.
27. Students sometimes get a chance to hear music in the lunchroom or during other free periods.
28. There is lots of dating among students during the week—at the soda fountain, movies, lunch hours, etc.

29. Teachers here are genuinely concerned with student's feelings.
30. There is a lot of emphasis on preparing for college.
31. You need permission to do *anything* around here.

32. Students generally manage to pass even if they don't work hard during the year.
33. In gym class, everyone has to do the same exercises, no matter how good or bad they are at it.
34. There is a lot of school spirit.

35. In this school, very few students walk around with a chip on the shoulder.
36. Courses, assignments, tests and texts frequently change from year to year.
37. Teachers clearly explain what students can get out of their classes and why it is important.

38. When students think a teacher's decision is unfair, they try to get it changed.
39. Most students look up to their teachers and admire them.
40. Student elections produce a lot of interest and strong feeling.

41. Daily newspapers are seldom read.
42. The teachers are seldom calm and even-tempered, when disciplining students.
43. Students put a lot of energy into everything they do — in class and out.

44. When students do a project or put on a show, everybody knows about it.
45. What one wants to do or be later in life is a favorite topic around here.
46. Club initiations and class rivalries sometimes get a little rough.

47. This school offers many opportunities for students to get to know important works of art, music, and drama.
48. Students are always coming up with new fads and expressions.
49. Students take a great deal of pride in their personal appearance.

50. There are collections for the needy at Christmas or other times.

Legend: T — True. Generally true or characteristic of your high school, is something which occurs or might occur, is the way people tend to feel or act.

F — False. Generally false or not characteristic of your high school, is something which is not likely to occur, is not the way people typically feel or act.

51. Everyone has the same opportunity to get good marks because the tests are marked very fairly.
52. Many teachers get very upset if students happen to report to class a little late.
53. There is a lot of student enthusiasm and support for the big school events.
54. Students try hard to be good in sports, as a way to gain recognition.
55. Many students enjoy reading and talking about science fiction.
56. When students get together they seldom talk about scientific topics.
57. There is practically no one here who would feel comfortable participating in modern dance or ballet.
58. Boys and girls seldom sit at separate tables in the school cafeteria.
59. Outside of class most teachers are friendly and find time to chat with students.
60. Quite frequently students will get together in their own time and talk about things they have learned in class.
61. Students are seldom kept waiting when the office sends for them.
62. Most teachers give a lot of home work.
63. Once you've made a mistake, it's hard to live it down in this school.
64. It is easy to make friends in this school because of the many things that are going on that anyone can participate in.
65. Most students can easily keep out of trouble, in this school.
66. Many students have lived in different parts of the state, states, or other countries.
67. A lot of students who get just passing grades at midterm really make an effort to earn a higher grade by the end of the term.
68. Pupils are often expected to work at home on problems which they could not solve in class.
69. Students rarely express opinions different from the teacher's.
70. Students are expected to report any violation of rules and regulations to their teacher or the principal.
71. There are some pretty strong feelings expressed here about political parties and elections.
72. The way people feel around here is always fairly evident.
73. Few students here would ever work or play to the point of being completely worn out.
74. Teachers provide opportunities for students to develop their skills and talents directing the work of others.
75. Teachers here warn students to be down to earth in planning for their future, and discourage daydreaming about adventure and making a lot of money.
76. Fire drills and civil defense drills are held regularly.
77. Few students would be interested in an educational film about writers and poets.
78. Students frequently do things on the spur of the moment.
79. Looking and acting "right" is very important to teachers and students here.
80. Students seldom send their teachers cards or little gifts on special occasions.
81. The principal and teachers are usually understanding if a student does something wrong and will give him the benefit of the doubt.
82. Many teachers require students to recopy notes or papers to make them neat.
83. There are lots of dances, parties, and other social activities.
84. This school offers very few really practical courses.
85. Teachers here like students to use a lot of imagination when they write compositions, and give good marks to those who do.
86. Few students would be interested in hearing a talk by a famous scientist.
87. Few student lockers are decorated with pictures, pennants, etc.
88. Many students here really enjoy dancing.
89. The person who is always trying to "help out" is likely to be regarded as a nuisance.
90. Assemblies or discussions on serious subjects are not held very often here.
91. The teachers very often make you feel like a child.
92. Popularity, pull and bluff get students through many courses.
93. Students are usually made to answer to the principal of the school as well as the teacher when they have done something wrong.
94. Few students stay around after school for different activities or sports.
95. The desks are all cut up from doodling with knives and pencils.
96. This school has the same activities each year.
97. Activities in most student organizations are carefully and clearly planned.
98. Students don't hesitate to voice their complaints around here.
99. Students almost always wait to be called on before speaking in class.
100. There are several cliques and groups, and if you're not in one you're pretty much on your own.

Legend: T — True. Generally true or characteristic of your high school, is something which occurs or might occur, is the way people tend to feel or act.

F — False. Generally false or not characteristic of your high school, is something which is not likely to occur, is not the way people typically feel or act.

101 Boy-girl relationships here are simple and rarely become really romantically involved.
102. Students can get into very heated arguments with one another, and be the best of friends the next day.
103. There are so many things to do here that students are busy all the time.
104. Most students here would not like to dress up for a dance or costume party.
105. Most students are more concerned with the present than the future.
106. Many students here drive cars.
107. Students seldom read books which deal with political and social issues.
108. Teachers insist that much time be spent in planning activities before doing them.
109. Most students here enjoy such activities as dancing, skating, diving, and gymnastics.
110. Students often run errands or do other personal services for the principal and teachers.
111. Students are sometimes punished without knowing the reason for it.
112. At this school the motto seems to be "a place for everything and everything in its place".
113. Having a good time comes first with most students here.
114. No-one here has much interest in history, music, and other such impractical courses.
115. There is little interest in modern art and music.
116. Few students are planning careers in science.
117. Little effort is made in the cafeteria to serve lunches that are tasteful and appealing to the eye.
118. Students here spend a lot of time talking about their boy-friends or girl-friends.
119. Students here are encouraged to be on their own and to make up their own minds.
120. A lot of students like checkers, chess, puzzles, crossword puzzles, and other such games.
121. Students are made to take the blame for things whether they did them or not.
122. Few students try hard to get on the honor roll.
123. Students have to get up in front of the class to recite no matter how embarrassed they might be.
124. There are many parties or dances sponsored by the school.
125. Lots of kids rip out pages and mark up their school books.
126. New ideas are always being tried out here.
127. Assignments are usually clear so everyone knows what to do.
128. When students do not like a school rule, they really work to get it changed.
129. Teachers refer to other teachers by their first names in the presence of students.
130. Student leaders at this school expect you to go along with what they say.
131. There is no really active current events club in this school.
132. Most students respond to ideas and events in a pretty cool and mild-mannered way.
133. Teachers here have little interest in what they are doing.
134. Students in this school like to draw attention to themselves.
135. Going to school here tends to make students more practical and realistic.
136. The school nurse is very active in trying to prevent illness by frequent check-ups, making sure everyone has had vaccinations, etc.
137. Student groups seldom meet to discuss current social problems and issues.
138. Students often start things without thinking about how they will develop or where they may end.
139. Students who are not neatly dressed are likely to have this called to their attention.
140. There is a lot of interest here in projects for collecting packages of food or clothing to help out others.
141. If a student thinks out a report carefully teachers will give him a good mark, even if they don't agree with him.
142. Most teachers in this school like to have their boards cleaned off after each lesson.
143. New jokes and funny stories get around the school in a hurry.
144. Students may not talk about how much money a family has or what they do for a living, but everyone knows who's who.
145. Although many students may attend church here, there is little real interest in the basic meaning of religion.
146. This school has very good science teachers.
147. Most of the teachers here try to decorate their classrooms so that the students will find them more pleasant to be in.
148. Boys and girls often get together between classes, during lunch hour, etc.
149. Most teachers prefer that students work out their own problems.
150. School spirit seems to be more important than learning at this school.

Legend: **T — True.** Generally true or characteristic of your high school, is something which occurs or might occur, is the way people tend to feel or act.

F — False. Generally false or not characteristic of your high school, is something which is not likely to occur, is not the way people typically feel or act.

151. Teachers seldom make you feel you're wasting their time in the classroom.
152. Examinations here really test how much a student has learned.
153. When a student fails a test, he has to take a note home to his parents.
154. Students seldom get out and support the school athletic teams.
155. Student arguments often turn into fights.
156. Most students dress and act pretty much alike.
157. Classroom interruptions by the public address system, knocks at the door, etc., are infrequent in this school.
158. When the assignments really get tough, many students just won't do them.
159. Teachers seldom get annoyed when students disagree with them during classroom discussion.
160. There are no favorites at this school; everyone gets treated alike.
161. Student discussions on national and international news are encouraged in class.
162. An open display of emotion (such as crying, swearing, etc.) would embarrass most teachers.
163. Students get so wrapped up in various activities that they often lose all sense of time or of other things going on around them.
164. It is easy to obtain student speakers for activities or meetings.
165. There is little sympathy here for ambitious daydreams about the future.
166. Quite a bit of smoking and drinking goes on among students.
167. When students get together, they seldom talk about classical music or art.
168. New ideas are met with immediate enthusiasm in this school.
169. Students seldom receive compliments when they come to school with new clothing, a new haircut or hairdo, etc.
170. Students try in all sorts of ways to be friendly, especially to newcomers.
171. Some of the teachers treat questions in class as if the students were criticizing them personally.
172. The school building and grounds often look a little untidy.
173. Everyone has a lot of fun at this school.
174. Many students enjoy working with their hands and are pretty good at making or repairing things.
175. Student newspapers and magazines often carry short stories and poems by students.
176. Science labs here have very good equipment.
177. Nothing much is said to students who happen to be chewing on pencils, rubber bands, paper clips, gum, or something.
178. There are several popular spots where a crowd of boys and girls can always be found.
179. Most of the teachers are not interested in student's personal problems.
180. Teachers do little more than repeat what's in the textbook in most classes here.
181. Those in charge are not very patient with students.
182. Most students around here expect to go on to college.
183. Students are made to explain *why* they did something when the teacher doesn't like what they've done.
184. There is little interest in school clubs and social groups.
185. When students dislike a teacher, they let him know it.
186. Very few of the teachers have been here for a long time.
187. In most classes, the presentation of material is well planned and illustrated.
188. Everyone prefers the easy teachers, and tries hard to avoid the tough ones.
189. Students here frequently refer to their teachers by their first names or nicknames.
190. Knowing the right people is important in getting in on all of the activities.
191. Most students take an active part in school elections.
192. Graduation is a pretty matter-of-fact, unemotional event.
193. Teachers put a lot of energy and enthusiasm into their teaching.
194. School activities are given a lot of space in the local newspapers.
195. Many students hope to achieve future fame and/or wealth.
196. Students with bad colds or anything that's "catching" are quickly sent home so that they don't pass on what they have to others.
197. Classes in history, literature, and art are among the best liked here.
198. Students who tend to say or do the first thing that occurs to them are likely to have a hard time here.
199. Teachers insist that students come to school well-dressed and well-groomed.
200. Students really support fund drives such as the March of Dimes, Community Chest, Red Cross, CARE, etc.

Legend: T — True. Generally true or characteristic of your high school, is something which occurs or might occur, is the way people tend to feel or act.

F — False. Generally false or not characteristic of your high school, is something which is not likely to occur, is not the way people typically feel or act.

201. There always seems to be a lot of little quarrels going on.
202. Many student lockers are messy, some even dirty.
203. It's easy to get a group together for games, going to the movies, etc., after school.
204. Most students and their families think of education as a preparation for earning a good living.
205. Teachers welcome the student's own ideas on serious matters.
206. A student who spends some of his spare time in a science lab is likely to be regarded as a little odd.
207. A lot has been done with pictures, draperies, colors, and decoration to make the school building pleasing to the eye.
208. Most students would like to go steady.
209. One nice thing about this school is the personal interest taken in the students.
210. Most of the teachers are deeply interested in their subject-matter.
211. When you get into trouble with one teacher around here, the other teachers soon know about it.
212. In this school there are very few contests in such things as speaking, chess, essays, etc.
213. Tests are given almost every day in many classes.
214. Most students get together often in particular soda fountains or snack bars.
215. There are frequent fights in the lunchroom or on the school grounds.
216. The school is especially proud of its long history.
217. Most students follow a regular plan for study and play.
218. No one gets pushed around at this school without fighting back.
219. If students apologize for a wrong-doing, teachers are more willing to help them.
220. You have to act like all of the others in order to be in with the group.
221. Strong positions are taken here regarding civil liberties and minority groups.
222. Students here can be wildly happy one moment and hopelessly sad the next.
223. Classes are boring.
224. Most students like to "clown" around at this school.
225. Teachers encourage students to think about exciting and unusual careers.
226. Everyone here is "safety-first" conscious, making sure that nobody will get hurt.
227. Teachers frequently urge students to consider the influence of history on current events.
228. There is much shouting and yelling in the halls and cafeteria.
229. Good manners and making a good impression are important here.
230. Many of the teachers in this school are actively interested in charities and community services.
231. Teachers always seem to think students are up to something and make the worst of even small happenings.
232. Classrooms are always kept very clean and tidy.
233. Students here don't do much except go to classes, study, and then go home again.
234. Many teachers here stress the practical uses of their subjects in helping students to get a good job.
235. Long, serious discussions are common among the students.
236. Many students here make models of scientific gadgets, and enter them in local or state science fairs.
237. In this school style is more important than dressing for personal comfort.
238. Some of the most popular students have a knack for making witty comments that some people would not consider in good taste.
239. The teachers go out of their way to help you.
240. There is a lot of interest here in learning for its own sake, rather than just for grades or for graduation credits.
241. Students don't argue with the teacher, they just admit that they are wrong.
242. Pupils seldom take part in extra projects in Science, English, History, etc.
243. Everyone knows who the smart students are because they are in different classes from the others.
244. Many projects are assigned in which small groups of students work together (either in or out of school).
245. The wash rooms are always a mess because the students throw paper around.
246. Many of the teachers have lived in this community all their lives.
247. It is hard to prepare for examinations because students seldom know what they will be tested on.
248. The principal here is willing to hear student complaints.
249. Students seldom make fun of teachers or the school.
250. A lot of kids around here argue just for the sake of winning the argument.

Legend: T — True. Generally true or characteristic of your high school, is something which occurs or might occur, is the way people tend to feel or act.

F — False. Generally false or not characteristic of your high school, is something which is not likely to occur, is not the way people typically feel or act.

251. Both teachers and students here are actively concerned about ways to make this world a better place in which to live.
252. Students tend to hide their deeper feelings from each other.
253. Class discussions are usually vigorous and intense.
254. There is little interest here in student dramatic or musical activities.
255. For most students, future goals emphasize job security, family hapiness, and good citizenship.
256. Few students bother with rubbers, hats, or other special protection against the weather.
257. There are copies of many famous paintings in the school halls and classrooms.
258. Students frequently speak up in class without worrying about what they're going to say.
259. Teachers are always carefully dressed and neatly groomed.
260. When someone is out sick for a while his classmates let him know that he is missed.
261. If students do their work well they get a good mark, whether or not the teacher likes them.
262. Offices and rooms are clearly marked.
263. Most students take their school work very seriously.
264. Learning to work with others is emphasized in this school.
265. Students are seldom encouraged to think about developing their own personal values and a philosophy of life.
266. There are frequent science displays around the school.
267. There are no comfortable seats in this school where students can sit and relax.
268. Most of the students here start dating very young.
269. It doesn't matter who you are, at this school you are expected to be "grown up" and able to handle your own affairs.
270. Many students here would rather talk about poetry or religion, instead of the movies or sports.
271. There is a lot of apple-polishing and buttering-up of teachers around here.
272. There are awards or special honors for those who do the best work or get the best grades.
273. Teachers often ask a lot of very personal questions.
274. Open houses or carnivals are held each year and everyone has to help out with them.
275. Teachers seldom use physical punishment.
276. You never know what is going to happen next at this school.
277. Clear and usable notes are usually given by most teachers.
278. It is always very difficult to get a group of students to decide something here without a lot of argument.
279. Students can feel free to disagree with their teachers openly.
280. The student leaders here really get away with a lot.
281. The expression of strong personal belief is pretty rare around here.
282. Very few things here arouse much excitement or feeling.
283. The teachers really push each student to the limit of his ability.
284. Student parties are colorful and lively.
285. Quite a few faculty members have had varied and unusual careers.
286. Rough games and sports are an important part of intramural athletics.
287. Most students are not interested in television programs dealing with social and political problems.
288. Students frequently do things together here after school without planning for them ahead of time.
289. Students think about wearing the right clothes for different things — classes, social events, sports, and other affairs.
290. Students in this school have a reputation for being very friendly with each other.
291. Many teachers seem moody and hard to figure out.
292. Most teachers in this school prefer to march their students from place to place, instead of letting them go by themselves.
293. Every year there is a carnival, picnic, or field day.
294. Most students are interested in jobs in business, engineering, management, and other practical areas.
295. One frequently hears students talking about differences between our own way of life and that of people in other countries.
296. Some subjects in this school stress the history and importance of great inventions and inventors and how they have influenced the world today.
297. Students here enjoy opportunities to attend concerts and art exhibits on school time.
298. Nearly everyone here tries to have a date for the weekends.
299. Counseling and guidance services are really personal, patient, and extensive.
300. Clear and careful thinking are most important in getting a good mark on reports, papers, and discussions.

APPENDIX A

Section IV

JUDGES RATING SCALE

Prepared For

A Study Of Environmental Press As Perceived
By High School Students and Its Relationship
To Organizational Climate

By
William R. Wright

JUDGES RATING SCALE

Introduction

At the present time there is a great deal of interest in education in the study of ecology. Of particular interest is that aspect of ecology dealing with the organizational climate of schools. During the past several years a number of studies on organizational climate of elementary schools were completed. In the same period, and as long ago as the 1950's, studies were made of the academic environment of institutions of higher education. To a lesser extent, there were studies made of the organizational climate of secondary schools. These studies served this interest in ecology and yielded some very interesting and valuable data. The fundamental limiting aspect of all such studies was that they typically assessed only one facet or another of the human interaction in an institution. They dealt with either perceptions of students or with perceptions of faculty. None of them dealt with perceptions of both groups from the same school. This study, on the other hand, is designed to deal with both dimensions and, in addition, to assess selected mediating variables to ascertain if they are related to the perceptions students and teachers have of their environment. It is hoped then that this study will provide new and valuable input to an emerging area of study in the field of education.

The directions, guidelines, and instruments which constitute this booklet are part of a data-gathering operation for a study in school ecology and organizational climate. The purpose of the study is to ascertain whether any evidence can be found to support the notion that the environmental press of a high school as perceived by students relates to the climate of the school as perceived by the teachers and principal. An attendant purpose of the study is to ascertain whether certain components of the educational institution namely, program, organization, human resources and material resources, are related to teacher and principal perception of organizational climate and student perception of environmental press or both.

In an attempt to achieve the latter goal, the Logical Structure Theory as developed by Norbert J. Nelson will be used. The theory systematically arranges the parts of the educational phenomenon and thus provides a model which can serve as a frame of reference for the identification, isolation, and explanation of problems and issues. The conceptual framework upon which the theory is build consists of eight components, four of which are being looked at in the present study. These four are described in detail in the following pages and are presented to assist you in completing the assessment scale. Please read the material carefully in your preparation for completing the scale. Complete directions on how to respond to the items in this booklet are found in the section immediately preceeding the scale.

ORGANIZATION COMPONENT

All institutions require some kind of organizaiton or administrative structure in order to carry out proposed and on-going activities of the institution. For the school as for any institution, organization is tied closely to the optimal functioning of the institution. Organization then can be taken as a description or representation of the relationships among individuals in such a manner that the purposes of the school can be realized and so that each staff member understands his relationship to others. In essence, organization is the arrangement or framework within which the superintendent, principal, teachers and students perform the activities of the school. It is that set of limits within which individuals act as their behavior is guided toward accomplishment of objectives.

To assess the "organization" component of the Logical Structure Theory for this school, you are to use as a guide the organizational principles which the component embodies that are described below.

Principle of Arrangement

The Logical Structure Theory is essentially a general systems theory. In the systems theory context arrangement refers to a system contrived to properly and meaningfully order an organization's maniputable parts. Out of the ordering of the manipulatory parts or because of it, there are observable organization member reactions. For arrangement, as viewed here, serves as a support for those cohesive actions sustained by the members of the organization. It gives form to the organization for its on-going operations or serves as a form of sanction to that which is already in operation. The notion of organizational arrangement then, establishes a physical structure.

Principle of Allocation

The organizational principle of allocation is a principle which takes into account the assignment of functions. The assignment of functions to each individual in the organization requires a number of considerations if the assigned functions are to be effectively carried out. First, consideration must be given to the needs and interests of all individuals to be assigned. Second, there must be some type of provision made for the assignment of positions considering what needs to be done and who can best do it. Third, there must be some kind of a system for assigning tasks to organization members as well as for establishing authority. Here the reference is to what is generally considered scalar-hierarchical arrangements. Finally, there is the concern regarding responsibility or accountability of the members of the organization. The idea of span of control comes into play here. Taken in toto, the principle of allocation establishes the notion of organization precipitation of desired reflexive action of members.

Principle of Integration

In each organization there must be some system or procedure established or provision made for a network of structured interpersonal and interfunctional relationships. These relationships are the essential elements of the organizational principle of integration. There are a number of corollary concepts to this principle. The first corollary has to do with what can most appropriately be termed functional interdependence. Functional interdependence is a construct which indicates that an aggregate of people are dependent on each other and upon the organization to fulfill needs. A corollary dealing with the organization as an open system is applicable. The terminology here, as above, is in consonance with the Logical Structure Theory's orientation to systems theory. "Open system" here simply means that the organization under consideration is an integral part of some larger system. A third corollary concept is that of organizational accommodation. Accommodation refers to those activities of an organization which enables individuals within it to develop a sense of belonging to and involvement in the organization. The orientation in regard to this particular concept is toward an ecology of participation and professionalism.

Principle of Viability

The organizational principle of viability directs attention to the pulsatory aspects of an organization.

Does the organization maintain a healthful pulse? Is it alive, alert, malleable? Is it changing? These are the questions asked regarding the viability of an organization. This principle, as the others, has associated concepts. An organization does not operate within a shell, impervious to a multitude of extraneous forces. If an organization is to be viable in the broadest sense, it must be in harmony with its broader environment; that is, have organizational tone. Organizational tone then, may be defined in terms of such identifiable characteristics of organization as program, accent, time relationships, and tempo. Taken together, they mirror the nature of harmony that exists between an institution and a dynamic society. Organizational tone is one of the associated concepts of the principle of viability. Another concept related to the principle of viability is that of organizational equilibrium. The concept of organizational equilibrium complements that of organizational tone in that it draws attention to the variety of force effects on an open system. This concept states that an organization is always in a reasonably steady state or, putting it another way, in a condition of relative stability. Relative stability here means that it takes an extremely penetrative type of external force to disturb the organization. A system in equilibrium reacts to forces in a number of ways. It may react by resisting, diverting, accommodating, or counteracting the forces being applied. Organizational equilibrium then denotes the tendencies of an organization to want to achieve what is considered a favorable balance among the forces acting within and upon it.

Principle of Humanism

The final organizational principle that is to be considered is assessing the "organization" component of the Logical Structure Theory is what can best be referred to as the Humanism Principle. This principle directs attention to the intimate connections which develop and mature between the organization and the clientele which it serves. These connections imply interaction between people as people, as opposed to interaction between insensitive organisms. In essence, that the organization reflects a concern for the personal welfare of its members; that it has authenticity. The principle of Humanism is evident in an organization when it effectively relates work and organizational structure to the social needs of its members and clientele.

In assessing the Humanism Principle attention must be given to what is termed the Unity Concept. This concept states that there are situations which arise within an organization that engender in its members a sense of oneness regarding common objectives. Or simply, the concept may be taken to mean that there is a commitment within the organizational body that fosters growth toward shared goals.

There are, of course, a multitude of organizational principles. Some of them are the same as those described, but are given under a different rubric. Many of them have not been described here because it is believed that those given are ones which most directly and pointedly put the "organization" component of the Logical Structure Theory in its proper perspective.

PROGRAM COMPONENT

Program refers to those broad areas of emphasis in the schools' plan that are designed to achieve the ideals of American education. The shared ideals toward which the people of America are striving are: (1) universality of education; (2) equality of opportunity; and (3) liberation of individual potential through education. The Program Component considers four curricular categories within its composition. The categories are general education, exploratory education, specialized education and enrichment education and are all considered as they relate to the ideals of American education.

Each of the curricular categories listed below are described simply but as broadly as possible. Facets of the educational milieu which relate to the Program Component encompass instructional strategies and instructional materials. The Program Component as we are here concerned negates this relation. We are left, then, with the assumption that appropriate instructional strategies and instructional materials are effected in the respective programs.

General Education

General education refers to those common learnings, tool subjects, and fundamental understandings that each and every individual needs. Among them are communication skills, citizenship, language arts, health, physical education, social sciences, mathematics, and science. The emphasis in general education at the high school level is toward strengthening the knowledge base, and broadening perspectives, understandings and concepts of the students.

Exploratory Education

Exploratory education refers to those activities designed to develop and encourage curiosity, discovery and inquiry in students. The emphasis in exploratory education at the high school level is toward an increase in the depth of investigation and improved methods of inquiry.

Specialized Education

Specialized education refers to those activities which provide students with the kinds of particular knowledge and skills some pupils need, such as, accelerated and special area classes, vocational courses and remedial classes. The emphasis in specialized education at the high school level is on content in depth, in both academic and vocational courses.

Enrichment Education

Enrichment education refers to those activities which acquaint students with the fine arts and encourage an esthetic appreciation of art, crafts, music, literature, drama, sports and the dance. The emphasis in enrichment education at the high school level is on appreciation of, and/or selective participation in, an artistic endeavor.

HUMAN RESOURCE COMPONENT

Essential elements of any institution are the people who individually and collectively constitute the institution. For a school this essential element, the human resources if you will, can be divided into three major groups. The first group, the group for which schools were established, is the student group. The second major group consists of the certificated personnel, the teachers, specialty personnel and administrators. The third major group considered as human resources of a school are the non-certificated personnel, or the auxiliary services staff, such as custodians, lunchroom workers and bus drivers. For the purposes of this rating scale, we will be concerned with the last two groups mentioned; that is, certificated personnel and non-certificated personnel - the staff.

Human Resource Adequacy

The human resources of a school or, as we are concerned here - the staff, can be viewed in terms of its adequacy, its qualifications and its characteristics. Staff adequacy refers essentially to two things: type and number. Type is defined as the kind or kinds (by subject area or specialty) of certificated (and non-certificated) personnel employed by the school on either a full-time or part-time basis to carry out the intended program of the school. The other constituent of staff adequacy, number, refers to teacher-pupil ratios, specialty-pupil and specialty-teacher ratios which would be appropriate to carry out the intended program of the school. Consequently, for this concept one should look to see if the number and type of staff members is adequate for the educational program, the school enrollment, and the special needs of the students.

Human Resource Qualifications

Qualifications of staff in the context of the Human Resource Component refers to staff preparation or training and experience. Preparation (training) for certificated personnel is to be viewed from the standpoint of the level of academic degree held. For non-certificated personnel, preparation or training is to be assessed on the basis of training in special areas (e.g. secretary - business college) or apprenticeship. For certificated personnel, experience is to be assessed by considering the number of years in teaching the individual staff member has had, not only at this school, but also in other schools. For non-certificated personnel, consider experience in terms of length of employment in this or another school or in a business where the respective individuals did work similar to what they are doing now. The notion of qualifications is an important facet of the Human Resource Component because viewing the preparation or training of a staff allows judgments to be made or inferences drawn about its competency. Similarly, assessing staff experience is important because it can provide a fruitful measure of staff stability. Both of these, competency and staff stability, are important aspects of school evaluation.

Human Resource Characteristics

Staff characteristics refer to the staff's demographic make-up and its philosophical orientation. Demographic considerations are age, sex, marital status, and residency patterns. To view the staff's (specifically the certificated personnel) philosophical orientation, consideration should be given to its explicit or implicit educational goals and likewise its values. For the purposes at hand, assume that the educational goals of the individual staff member are the same as those of the school. Values are illusive and very often are hard to judge. Here, and again for the purpose at hand, assume that the values of the principal adequately reflect the values of each individual staff member.

MATERIAL RESOURCE COMPONENT

Every program of instruction and pupil services require a combination of the following material resources: physical facilities, instructional materials, equipment and supplies. Included also (in most cases) are school buses and other transportation equipment utilized by the school. The physical environment of a school and all of its supporting equipment and supplies are an important and necessary adjunct to the educational process in any program planned to meet the educational needs of youth. For the school, as planned and equipped, is more than a place of instruction. It is, during school time at least, the physical environment which assists or deters student achievement of desirable learning outcomes. Superior teaching and the best learning occurs when the student is brought into effective contact with important ideas and experiences in such a way that the student will continue to seek additional knowledge on his own initiative. Thus, the proper material resources as described above should be provided so that pupils may devote their energy to the pursuit of learning rather than to adaptation to an unfavorable environment.

Physical Facilities

The specific item of consideration under this heading is the school plant; i.e., the school building and its grounds. A school plant can be viewed in terms of its aesthetic qualities, function, health and safety features, maintenance requirements, flexibility and economy of operation. These aspects of a school plant can be assessed by looking at the extent to which such things as illumination, water, heat and ventilation and sanitation services which contribute to the health of its occupants, are provided. Also, the plant should be designed, equipped, inspected and maintained so as to minimize the possibility of accidents and fires for its occupants. Buildings should be planned, as far as possible, so that they will meet future enrollment and program needs as well as present needs. Flexibility of use should be a feature of the building. The best combination of efficiency and economy should be sought. These are the fundamental ideas for this aspect of the component that are to be kept in mind as one assesses the material resources of a school.

Instructional Materials

Included under this heading are all the library and audio-visual resources of a school. Instructional materials are a variety of things and items. They include books and other printed materials, recordings, still and motion pictures, filmstrips and other audio-visual materials and resources, for use by teachers and students as individuals and in groups.

Equipment and Supplies

Viewed in this category are those items required for the day-to-day operation of the school and for the perpetuation of a viable educational program. Consideration should be given to such things as projection equipment, reproducing equipment and supplies, chalk, laboratory and shop equipment and supplies and so forth.

Transportation

Included under this heading are school buses and vehicles and the associated conveyance equipment required to transport students safely to and from school for the regular program, extracurricular activities and for field trips. (This category is not applicable to those schools which, because of the size of their service area, do not require buses for transporting students to and from school for the regular program.)

DIRECTIONS

The items which follow assess the four components of the Logical Structure Theory described in the preceding pages. The items are listed under the Logical Structure Theory components they purport to assess. When responding to an item, please keep in mind the particular points about the respective components as they have been described, as well as their relationship to the total theory. Although some items may appear applicable to a component other than the one it is listed under, each item should be considered as applying to only one component for they all express differences that are important in the assessment of a component. In the event one of the items covers an area for which you find no documentation, please interpolate or extrapolate from the information available and respond to the item on the basis of the interpolation or extrapolation. For example, no information has been solicited from the schools regarding the dimensions of the gymansium. But, you could be asked to respond to an item about the dimensions of the gymnasium and answer it based on other information available. The information might be a description of the physical education program, types and numbers of pieces of physical education equipment used in the program, and/or through a description of the kinds of activities and programs for which the gymnasium is used other than the physical education program.

Please indicate after each item how you would rate the item based on the constructs of the Logical Structure Theory and the data available to you. Respond to each item by drawing a circle around one of the five numbers (1 2 3 4 5) on the special response sheet provided to indicate the response you have selected. The rating system is divided into five steps:

1 = inferior
2 = below average
3 = average
4 = above average
5 = superior

Mark your responses as shown in the examples below.

Example: The extent to which forms and procedures have been devised and are used for all financial transactions including transactions for the student activity program rates:

1 2 3 [✓ 4] 5

Example: The extent to which there are regularly scheduled meetings of the teaching staff rates:

1 [✓ 2] 3 4 5

Organization Component

1. The extent to which the concerns, interests, and preferences of the teacher were considered in assigning positions and roles rates:
2. The extent to which the concerns, interests and preferences of the speciality personnel (e.g. librarians, A-V specialists, nurses, social workers, guidance counselors) were considered in assigning positions and roles rates:
3. The extent to which teachers are assigned to positions that are compatible with the major functions being performed rates:
4. The extent to which speciality personnel are assigned to positions that are compatible with the major functions being performed rates:
5. The extent to which the allocation of all assignments carries with it the legitimate freedom and authority to act in the capacity presumed for such an assignment rates:
6. The extent to which the teachers work collectively and in support of one another as members of a school faculty rates:
7. The extent to which the teachers, speciality personnel and auxiliary services personnel are mutually supportive in performing their respective duties rates:
8. The extent to which role assignments are clearly delineated and work is apportioned as to load and effort for all personnel rates:
9. The extent to which the school identifies with the community and the broader social environment rates:
10. The extent to which a compatible relationship between the students and staff is possible within the organization rates:

11. The extent to which the school accommodates those within the organization by enabling them to develop a sense of belonging to and involvement in the school rates:

12. The extent to which the school reflects an orientation toward, and tempo with, social reality and emerging educational and social trends rates:

13. The extent to which the school is equipped to accommodate where warranted, and counteract where unwarranted, forces that act to influence school policies, procedures, and decisions rates:

14. The extent to which there is reasonable harmony between the organization and operation of the school and the broader society of which it is a part rates:

15. The extent to which the professional and personal needs of the staff are satisfied within the organizational setting rates:

16. The extent to which the organization setting represents a personalized and intimate environment for pupils and staff rates:

17. The extent to which the organizational setting aids the pupils and staff to find and have appropriate identity and commensurate status rates:

18. The extent to which the organizational setting fosters in organization members a feeling of solidarity in achieving common goals rates:

19. The extent to which the administrative arrangements give form to the organization and thus enable it to perform requisite on-going functions rates:

20. The extent to which the organization is flexible, allowing its composition to be arranged so as to best meet the objectives of the organization rates:

Program Component

1. The provisions made which enable students to have the opportunity to acquire those common learnings and fundamental understandings each individual needs in the area of the communication skills rates:

22. The provisions made which enable students to have the opportunity to acquire those common learnings and fundamental understandings each individual needs in the area of the language arts rates:

23. The provisions made which enable students to have the opportunity to acquire those common learnings and fundamental understandings each invididual needs in the area of health information and practices rates:

24. The provisions made which enable students to have the opportunity to acquire those common learnings and fundamental understandings each invididual needs in the area of physical education rates:

25. The provisions made which enable students to have the opportunity to acquire those common learnings and fundamental understandings each individual needs in the area of the humanities and social sciences rates:

26. The provisions made which enable students to have the opportunity to acquire those common learnings and fundamental understandings each individual needs in the area of mathematics rates:

27. The provisions made which enable students to have the opportunity to acquire those common learnings and fundamental understandings each individual needs in the area of the sciences rates:

28. The provisions made which enable students to have the opportunity to participate in activities which challenge and encourage their curiosity rates:

29. The provisions made which enable students to have the opportunity to participate in activities which stimulate and develop inquisitiveness rates:

30. The provisions made which enable students to have the opportunity to investigate areas of interest to a depth in proportion to their ability rates:

31. The provisions made which enable students to have the opportunity to participate in activities which allow them to be imaginative, creative and innovative rates:

32. The provisions made which enable students to have the opportunity to acquire those specific learnings and in-depth understandings that some of them need through accelerated and special area classes in the various academic areas rates:

33. The provisions made which enable students to have the opportunity to acquire and develop detailed and specific knowledge, understandings and experiences in the various trade, industrial and vocational areas rates:

34. The provisions made which provide those students who need it the opportunity to participate in activities and/or courses which are remedial in nature and intent rates:

35. The provisions made to provide activities and experiences for those students who need assistance in resolving problems which hinder or could hinder personal integration with their environment rates:

36. The provisions made to provide students the opportunity to participate in or become acquainted with courses and/or activities in the arts and crafts rates:

37. The provisions made to provide students the opportunity to participate in or become acquainted with courses and/or activities in music rates:

38. The provisions made to provide students the opportunity to participate in or become acquainted with activities and/or courses in drama and the dance rates:

39. The provisions made to provide students the opportunity to participate in or become acquainted with activities involving individual and team competition both intramurally and interscholastically rates:

40. The provisions made to provide students the opportunity to participate in or become acquainted with activities designed to acquaint them with a variety of future leisure time interests rates:

Human Resource Component

41. The provisions made to provide the types or kinds of teachers needed to carry out a comprehensive educational program and related services for this school rates:

42. The provisions made to provide the number or quantity of teachers needed to carry out a comprehensive educational program and related services for this school rates:

43. The provisions made to provide the speciality personnel (e.g. librarians, A-V specialists, nurses, social workers, guidance counselors) needed to assist pupils and teachers with personal and school-related problems rates:

44. The provisions made to provide the appropriate number of speciality personnel (e.g. librarians, A-V specialists, nurses, social workers, guidance counselors) needed to assist pupils and teachers with personal and school-related problems rates:

45. The provisions made to provide the types or kinds of auxiliary service staff (e.g. clerks, secretaries, teacher aides, custodians, building engineers, etc.) needed to facilitate school operation rates:

46. The provisions made to provide the number or quantity of auxiliary service staff (e.g. clerks, secretaries, teacher-aides, custodians, building engineers, etc.) needed to facilitate school operation rates:

47. The provisions made to provide administrative personnel who furnish educational leadership and managerial assistance to staff, pupils and school patrons rates:

48. The provisions made to provide a faculty whose academic preparation indicates a balance among those faculty members with baccalaureate degrees and advanced degrees (masters or beyond) rates:

49. The provisions made to provide a faculty whose teaching experience shows a balance among those faculty members who are relatively inexperienced, moderately experienced and extensively experienced rates:

50. The provisions made to provide an appropriate balance between the number of men and women on the faculty in all categories (e.g. teachers, speciality personnel and administrators) rates:

51. The provisions made to provide an appropriate balance between the number of men and women on the faculty in all categories (e.g. teachers, speciality personnel and administrators) rates:

52. The provisions made to staff the faculty with individuals from a range of age groups rates:

53. The extent to which composition of the faculty is cosmopolitan; that is, that the individuals which constitute the faculty have an urban or rural background, are working in or out of the county in which they were raised, and received their academic preparation from different colleges and universities throughout the country rates:

54. The extent to which the faculty has a balanced concern for the personal (psychological) needs and mastery of subject matter (normative) needs of the youth rates:

55. The provisions made to assign teachers to positions where they are instructing in their major areas of preparation rates:

Material Resource Component

56. The instructional materials such as films, filmstrips, records, audio and video tapes and books available and accessible in the building for both student and teacher use rates:

57. The equipment required to show film and filmstrips, play records tapes (both audio and video) and other projection equipment that is available and accessible in the building for both student and teacher use rates:

58. The provisions made to situate the building on the site so that efficient use of the total area is maintained rates:

59. The provisions made to situate the building on the site so that it provides an attractive appearance rates:

60. The provisions made to appropriately illuminate areas used by students and school personnel rates:

61. The extent to which the appearance of the interior and exterior of the building is such that it stimulates and encourages student and staff cooperation in its maintenance rates:

62. The extent to which classrooms provide sufficient area to accommodate current class enrollments and the curricular and extracurricular program rates:

63. The provisions made to enable teachers have ready access to materials and supplies (chalk, erasers, paper, staplers, paper clips, etc.) in order to sustain day-to-day operation rates:

64. The provisions made to have available and accessible in the building the specialized equipment and supplies required for having classes or activities in laboratory courses (e.g. chemistry, shop, arts and crafts) rates:

65. The provisions made to establish a specific traffic pattern for school bus drivers to use in approaching, loading and unloading, parking and leaving the school grounds rates:

66. The provisions made for the maintenance of clean and healthful conditions in the building for both student and teacher rates:

67. The provisions made for easy and rapid egress from the building in case of fire or other emergency for its occupants rates:

68. The heating plant required to maintain an even and comfortable temperature in the building when the temperature outside is such that heat is required rates:

69. The provisions made for proper air circulation and ventilation in the building rates:

70. The extent to which the building is constructed of materials which eliminate sound transference from one room to another or adjacent rooms rates:

71. The extent to which the design of the building houses extensive noise-producing activities in close proximity and away from the regular classroom rates:

72. The extent to which the design of the building and the materials from which it is constructed enables it to be adapted to and used with a variety of teaching methods rates:

73. The provisions made to keep an inventory of materials and supplies consumed by the various pieces of reproduction equipment such as paper, ink, acetate, etc., rates:

74. The equipment required to produce classroom quantities of handouts, tests and other teacher prepared materials rates:

75. The extent to which the building is tastefully decorated and appointed with appropriate colors, textures and fixtures rates:

JUDGES RATING SCALE RESPONSE SHEET

School Being Rated____________________ Judge____________________

School Number____________________ Date____________________
Month Day Year

Directions: The following columns are numbered to correspond to the numbered items in the booklet. Respond to each item on the Scale by drawing a circle around one of the numbers (1 2 3 4 5) matching the item number. To ensure proper scoring, be sure to keep the response sheet clean, eliminate stray marks, erase errors completely, and circle your response completely.

Response Key: 1=inferior 2=below average 3=average 4=above average 5=superior

Organization	Program	Human Resource	Material Resource
1. 1 2 3 4 5	21. 1 2 3 4 5	41. 1 2 3 4 5	56. 1 2 3 4 5
2. 1 2 3 4 5	22. 1 2 3 4 5	42. 1 2 3 4 5	57. 1 2 3 4 5
3. 1 2 3 4 5	23. 1 2 3 4 5	43. 1 2 3 4 5	58. 1 2 3 4 5
4. 1 2 3 4 5	24. 1 2 3 4 5	44. 1 2 3 4 5	59. 1 2 3 4 5
5. 1 2 3 4 5	25. 1 2 3 4 5	45. 1 2 3 4 5	60. 1 2 3 4 5
6. 1 2 3 4 5	26. 1 2 3 4 5	46. 1 2 3 4 5	61. 1 2 3 4 5
7. 1 2 3 4 5	27. 1 2 3 4 5	47. 1 2 3 4 5	62. 1 2 3 4 5
8. 1 2 3 4 5	28. 1 2 3 4 5	48. 1 2 3 4 5	63. 1 2 3 4 5
9. 1 2 3 4 5	29. 1 2 3 4 5	49. 1 2 3 4 5	64. 1 2 3 4 5
10. 1 2 3 4 5	30. 1 2 3 4 5	50. 1 2 3 4 5	65. 1 2 3 4 5
11. 1 2 3 4 5	31. 1 2 3 4 5	51. 1 2 3 4 5	66. 1 2 3 4 5
12. 1 2 3 4 5	32. 1 2 3 4 5	52. 1 2 3 4 5	67. 1 2 3 4 5
13. 1 2 3 4 5	33. 1 2 3 4 5	53. 1 2 3 4 5	68. 1 2 3 4 5
14. 1 2 3 4 5	34. 1 2 3 4 5	54. 1 2 3 4 5	69. 1 2 3 4 5
15. 1 2 3 4 5	35. 1 2 3 4 5	55. 1 2 3 4 5	70. 1 2 3 4 5
16. 1 2 3 4 5	36. 1 2 3 4 5		71. 1 2 3 4 5
17. 1 2 3 4 5	37. 1 2 3 4 5		72. 1 2 3 4 5
18. 1 2 3 4 5	38. 1 2 3 4 5		73. 1 2 3 4 5
19. 1 2 3 4 5	39. 1 2 3 4 5		74. 1 2 3 4 5
20. 1 2 3 4 5	40. 1 2 3 4 5		75. 1 2 3 4 5

Organization	
Program	
Human Res.	
Material Res.	
Composite	

APPENDIX A

Section V

Directions: The purpose of this information sheet is to secure normative or background data on all students participating in this study so that a meaningful analysis can be made of all the other information collected. All the information reported on this sheet will be kept strictly confidential.

Be sure to answer each item. If you have any questions on any of the items, ask the person administering the report sheet for clarification. Place all answers in the spaces provided before each item or as directed in the item.

Definition: High School in the following statements means any grade level organization of either grades 9-12, 10-12, or 11-12.

__________ 3-4 On the preceeding line write the number that is on your answer card.

__________ 5-6 On the preceeding line write your school number.

__________ 7-8 On the preceeding line write your present student classification: if you are a freshman write 09; a sophomore write 10; a junior write 11; a senior write 12.

__________ 9-10 How old are you today? (State response in years only.)

__________ 11-12 On the preceeding line write 01 if you are a male; 02 if a female.

__________ 13-14 On the preceeding line place the number of one of the following statements which most accurately describes where you live.

01. I live within the city or village limits.
02. I live in a subdivision adjacent to the city or village limits.
03. I live in the country but not on a farm.
04. I live on a farm.

__________ 15-16 Approximately how many miles do you live from school? (Answer by using whole numbers only. If you live less than one mile answer 0, one mile answer 01, two miles answer 02, and so on to ten miles, then answer 10, 11, 12, etc.)

__________ 17-18 How many years have you attended school in this school corporation? (Consider from kindergarten through your present grade. Answer in whole numbers only. If you have attended school in this corporation less than one year answer 0, one year 01, two years 02, and so on to ten years, then answer 10, 11, or 12.)

__________ 19-20 Have you ever attended or been officially enrolled in any high school other than the one in which you are presently enrolled? (Answer 01 if yes; 02 if no.)

__________ 21-22 Was the high school that you previously attended, if any, larger or smaller than the one in which you are presently enrolled? (Answer 01 if smaller, 02 if larger, 99 if you answered no to the previous question.)

__________ 23-24 On the preceeding space place the number of the highest grade your father has completed.

Grade School 01 02 03 04 05 06 07 08

High School 09 10 11 12

College or University 13 14 15 16 17
18(for 6 or more years)

__________ 25-26 If your father attended a Business College, a trade or industrial training school or any specialized training school, indicate the number of years he has completed. (Answer 01 if 1 yr., 02 if 2 yrs, 03 if 3 yrs. and so on; 06 if more than 5 years. Place 99 in the space provided if this item does not apply to your father.)

__________ 27-28 On the preceeding space place the number of one of the following which denotes the highest degree your father holds.

01-Bachelors 02-Masters 03-Doctorate

99-Does not apply

__________ 29-30 On the preceeding space place the number of the highest grade your mother has completed.

Grade School 01 02 03 04 05 06 07 08

High School 09 10 11 12

College or University 13 14 15 16 17
18(for 6 years
or more)

__________ 31-32 If your mother attended a Business College or any specialized training school, indicate the number of years she has completed. (Answer 01 if 1 yr., 02 if 2 yrs, 03 if 3 yrs., and so on; 06 if more than 5 years. Place 99 on the space provided if this item does not apply to your mother.)

__________ 33-34 On the preceeding space place the number of one of the following which denotes the highest degree your mother holds.

01-Bachelors 02-Masters 03-Doctorate

99-Does not apply

__________ 35-37 State your father's occupation and/or describe what he does for a living. Also, list where he works and its location. (If your father has more than one job, list only the one he considers his primary occupation.)

____

____

__________ 38-40 State your mother's occupation and/or describe what she does for a living. Also list where she works and its location. (If your mother has more than one job, list only the one she considers her primary occupation. If she is not gainfully employed, write "None".)

____

APPENDIX B

A Test of Validity
High School Press Index

Part A: Low Press Perceivers (LPP)

Grade	Subject	Raw Press Score	True	False	Omissions
10	40	-30	55	45	0
11	41	-30	53	47	0
11	42	-26	64	36	0
12	43	-48	60	40	0
12	44	- 3	61	39	0
10	18	-20	51	49	0
10	19	16	56	44	0
10	20	-42	59	41	0
10	21	-40	64	36	0
10	22	-38	64	36	0
11	23	-44	57	43	0
11	24	- 2	77	23	0
11	25	4	53	47	0
11	26	-20	67	33	0
11	27	-18	60	40	0
11	28	-36	56	44	0
12	29	4	49	51	0
12	30	-32	56	44	0
12	31	- 6	60	40	0
12	32	-26	61	39	0
12	33	-51	40	59	1
12	34	12	47	53	0
Part B: High Press Perceivers (HPP)					
12	1	2	69	31	0
12	2	-16	74	26	0
12	3	-18	72	28	0
11	4	-18	67	33	0
10	5	34	63	37	0
12	6	18	67	33	0
11	7	10	68	32	0
12	8	18	62	38	0
10	9	2	51	49	0
10	10	41	54	45	1
10	11	20	54	46	1
10	12	-36	57	43	0

Part B: High Press Perceivers (HPP) (continued)

Grade	Subject	Raw Press Score	True	False	Omissions
11	13	- 8	63	37	0
12	14	12	48	52	0
11	15	2	76	24	0
11	16	28	53	47	0
11	17	-24	44	56	0
12	35	2	60	40	0
12	36	26	48	52	0
11	37	10	71	29	0
10	38	30	57	43	0
12	39	12	52	48	0

Table B-1

SUMMARY OF RAW PRESS SCORES

Group	Number of Students	Total Raw Score	Mean Raw Score
LPP	22	-507	-26.77
HPP	22	147	9.97

For the HPP group, a perfect individual score is +90. For the LPP group, a perfect individual score is -90. The sample used in testing the validity of the HSPI consisted of 44 students from two different high schools. To analyze the data the t test or test of the difference between group means was used. The following is the analysis:

HPP		LPP	
Σx_1	= 147	Σx_2	=-507
Σx_1^2	= 9,589	Σx_2^2	= 19,873

$N_1 = 22$	$N_2 = 22$
$s^2_{HPP} = 409.84$	$s^2_{LPP} = 389.95$
$s_{HPP} = 20.24$	$s_{LPP} = 19.75$
$\bar{x}_1 = 6.68$	$\bar{x}_2 = -23.05$

Holding all the assumptions underlying the sample distribution for a t distribution, the following hypotheses are tested:

$$H_1: \mu_1 - \mu_2 = 0$$

$$H_2: \mu_1 - \mu_2 \neq 0$$

Level of significance (α) = .001

Reject H_1 when $t_{obs} > t_{.001}$ (42df) = 3.55

Computation Formulas

$$t = \frac{\bar{x}_1 - \bar{x}_2 - (\mu_1 - \mu_2)}{s_{\bar{x}_1 - \bar{x}_2}}$$

$$s_{\bar{x}_1 - \bar{x}_2} = \sqrt{\frac{s^2 HPP}{N_1} + \frac{s^2 LPP}{N_2}}$$

$$s_{\bar{x}_1 - \bar{x}_2} = \sqrt{\frac{409.84}{22} + \frac{389.95}{22}} = \sqrt{18.63 + 17.73} = 6.03$$

$$t_{obs} = \frac{6.68 - (-23.05)}{6.03} = \frac{29.73}{6.03} = 4.93$$

With 42 degrees of freedom, the critical value of $t_{.001}$ is 3.55. Thus, the hypothesis of no difference between the two groups is rejected.

APPENDIX C

Section I

MEMORANDUM

TO: Cooperating Principals

FROM: William R. Wright, Investigator

SUBJECT: Submission of Supplementary Information

Re: A Study of Environmental Press As Perceived by High School Students and Its Relationship to Organizational Climate

I would appreciate your collecting and making available to me the items listed below. They are needed as additional information input to the study. Disregard any items requested if they are not available because of their not being prepared by your school.

1. One copy of the teacher handbook used in your building.
2. One copy of the student handbook.
3. Sample copies of the school newspaper.
4. Sample copies of student publications other than the newspaper.
5. One copy of the school's policy manual (if different than teacher handbook) or one copy of the policy manual for the corporation.
6. One copy of the floor plan of the building.
7. One copy each of any descriptive materials about the school, its program, students, staff, physical facilities or activities. (Included here are public relation brochures, etc. about the school.)

Any and all items listed above will be returned to you upon request. The items will be returned at the completion of the study. Items which have not been returned will be kept for one year after the completion of the study and then destroyed.

Please give the items you have collected to the research project staff member who interviews you.

Thank you.

APPENDIX C

SECTION II

Principal Data Report Form

Prepared For

A Study Of Environmental Press As Perceived
By High School Students And Its Relationship
To Organizational Climate

By
William R. Wright

General Directions For Completing
The
Logical Structure Theory
Data Report Forms

This booklet contains four sections. Each section pertains to a particular aspect or facet of your school's total milieu or environment. The sections consist of either tables to be completed or statements to be judged. Each of the four sections is preceded by specific instructions.

Please respond to every statement in each of the sections. Then, when you have completed a section, review it to see that each item has been responded to in one of the ways specified.

The information gleaned from your responses to each of the sections will be put with other information about your school. When all the information about your school has been compiled it will be perused by a number of experts who will then relate it to certain aspects of a theory. This activity will provide additional information for either supporting or refuting the theory. In no way will the responses you make to the items in this booklet be used to evaluate you, your activities or your school.

Directions

Program Component Report Form

The report form consists of provisions, conditions, or characteristics found in good secondary schools. Of course, some of them may not be appropriate, or even applicable, in every school. If you see that any important features or procedures particular to your school are omitted in the form, be sure to add them in the appropriate places. The report form should accurately and completely portray the program of the school, thus providing factual information useful for making evaluations.

The use of the report form requires five letters:

A Provision or condition is made extensively.

B Provision or condition is made to a moderate extent.

C Provision or condition is very limited.

M Provision or condition is missing.

N Provision or condition does not apply.

When an item contains statements such as "Participation is required of all students. . . " or "All teachers must. . ." the intention is to indicate the upper limit for those items. It is not implied that the provision must be present to the full extent stated in order to use the rating "A".

Please attach the following items to this report form:

1. A copy of the program of studies now in effect.
2. A statement which covers all requirements and/or restrictions concerning choice of subjects.
3. A complete daily schedule of classes and activities.
4. A complete calendar of school activities and/or events for the current year.

Program

( ) 1. Courses are offered in mathematics, science, the language arts, and social science which provide reinforcement for skills acquired in the elementary and junior high school.

( ) 2. A course (or courses) is offered in business education which provide for the development of skills and understandings of the consumer aspects of business and economics.

( ) 3. The English program provides students with opportunities to develop and strengthen skills essential to reading both as a study procedure and as a literary experience.

( ) 4. Such language arts activities as writing, speaking, and listening are integrated with grammatical concepts to provide students with the opportunity to acquire and build effective communication skills.

( ) 5. A course (or courses) is offered which provides students with the opportunity to acquire knowledge and to have experiences which contribute to an understanding of the multiple factors affecting health and safety at their present stage of life as well as when they mature.

( ) 6. Introductory courses are offered in home economics which provide students with the opportunity to gain knowledge and understandings regarding the daily-life problems related to home and family living.

( ) 7. In industrial arts there are courses offered which enable students to develop understandings and skills in the use of common tools, machines, and processes.

( ) 8. One or more courses are offered which provide students with the opportunity to develop and expand fundamental arithmetic computational skills and to enlarge their mathematical conceptual base.

( ) 9. Students have the opportunity to gain experience and understanding related to physical growth and fitness through a variety of vigorous activities oriented toward the development of a physically sound body.

Program (continued)

( ) 10. An introductory course (or courses) is offered in science which provide the opportunity for students to develop and expand their knowledge and understanding of scientific principles, concepts and methods in the science fields.

( ) 11. One or more courses are offered which provide students with the opportunity to develop and/or have experiences which contribute to an understanding of the significant elements of our social, political and economic heritage and life.

( ) 12. Students have the opportunity, and are encouraged, to participate in activities in the fields of science, as in a project for a science fair, beyond the normal classroom activities.

( ) 13. Courses and/or activities are available which enable students to develop or acquire knowledge and understandings related to the use of industrial goods and services in the home and community.

( ) 14. Special courses and/or activities are available which provide students with the opportunity to view films, hear speakers, and to take field trips related to a liberal education outside the typical school program.

( ) 15. The instructional strategy (methodology) in all courses and/or programs provides students with the opportunity to be imaginative and curious.

( ) 16. Courses and/or activities are available which provide students with the opportunity to acquire and develop detailed and specific knowledge and understandings related to both farming and non-farming agricultural pursuits.

( ) 17. Courses and/or activities are available which provide students with the opportunity to acquire and develop detailed and specific knowledge and understandings related to the field of business such as courses in shorthand, bookkeeping, office practice, and work study experiences where specialized business skills are utilized.

Program (continued)

( ) 18. Opportunities and/or activities are available which enable students to pursue special topics in mathematics on their own with special help when they request it or as part of their regular classroom work.

( ) 19. Courses and/or activities are available which provide students with the opportunity to acquire and develop detailed and specific knowledge and understandings related to student career objectives through a viable distributive education program.

( ) 20. Courses and/or activities are available which provide students with the opportunity to acquire and develop detailed and specific knowledge, understandings, and practice experiences related to the safe and efficient use of motor vehicles.

( ) 21. Courses and/or activities are available which provide students with the opportunity to acquire and develop detailed and specific knowledge and understandings in order to be able to systematically analyze past and contemporary English language literature and literary trends.

( ) 22. Courses and/or activities are available which provide students with the opportunity to acquire and develop detailed and specific knowledge and understandings for the language arts, such as in creative writing and forenics, beyond that which is generally required of students in this school.

( ) 23. Courses and/or activities are available which provide students with the opportunity to acquire and develop detailed and specific knowledge and understandings in the advanced areas of mathematics such as the calculus, probability and statistics, theory of equations and non-Euclidian geometry.

( ) 24. Courses and/or activities are available which provide students with the opportunity to acquire and develop detailed and specific knowledge and understandings of one or more foreign languages including

Program (continued)

the ancient and modern languages, continental African languages and Asiatic languages.

( ) 25. Courses and/or activities are available which provide students with the opportunity to acquire and develop detailed and specific knowledge and understandings in home economics in the areas of foods, clothing, and management.

( ) 26. Courses and/or activities are available which provide students with the opportunity to acquire and develop detailed and specific knowledge, understandings, and experiences in the various trade and industrial areas related to the uses of specialized tools, machinery, materials and processes.

( ) 27. Courses and/or activities are available which provide students with the opportunity to acquire and develop detailed and specific knowledge, understandings, and experiences in advanced topics in both the biological and physical sciences.

( ) 28. Courses and/or activities are available which provide students with the opportunity to acquire and develop detailed and specific knowledge and understandings related to the social, political, and economic aspects of past and present world society.

( ) 29. Programs and/or activities are available which enable students with health handicaps to progress with their education nearly as rapidly as those in the regular classes.

( ) 30. Special courses and/or activities are available which provide students with physical handicaps the opportunity to acquire the basic and fundamental knowledges and understandings they individually need as well as to ensure total educational opportunities.

( ) 31. Specialized services, programs and/or activities are available which enable students with emotional problems to resolve their problems satisfactorily so that they can progress normally with their school work and/or make a normal adjustment to society.

Program (continued)

( ) 32. Courses and/or activities are available which provide students who are academically unable to participate in the regular program with the opportunity to acquire and develop the basic and fundamental knowledges and understandings they need.

( ) 33. Courses and/or activities are available which provide students with the opportunity to acquire and develop detailed and specific skills, understandings, and experiences related to the technical aspects of drawing, painting, and sculpturing, and to the techniques of manipulation of materials, media and tools used in drawing, painting, and sculpturing.

( ) 34. Courses and/or activities are available which provide students with the opportunity to acquire and develop detailed and specific skills, understandings and experiences related to the playing of a musical instrument or instruments commensurate with the individual student's interest, talent,and ability.

( ) 35. Courses and/or activities are available which provide students with the opportunity to acquire and develop an understanding and appreciation of art (including crafts); its techniques and forms.

( ) 36. Courses and/or activities are available which provide students with the opportunity to acquire and develop an understanding and appreciation of the different styles and types of music as well as the various musical forms.

( ) 37. Courses and/or activities are available which provide students with the opportunity to acquire and develop an understanding and appreciation of the varing types and styles of theatrics particularly drama and the dance.

( ) 38. Students, both boys and girls, have the opportunity to participate in a variety of interscholastic sports and games.

Program (continued)

( ) 39. Students, both boys and girls, have the opportunity to participate in a variety of intramural sports and games.

( ) 40. Opportunity is provided for students to participate in a variety of dramatic productions through stagecraft activities, directing and acting.

( ) 41. Opportunity is provided students to participate in a variety of instrumental and vocal musical groups both large and small.

( ) 42. Opportunity is provided students to participate in a variety of academic special interest groups or clubs such as a science club, mathematics club, or other similar clubs.

( ) 43. Opportunity is provided students to participate in a variety of non-academic special interest groups or clubs such as a coin club, a chess club, or other similar clubs.

( ) 44. Opportunity is provided students to participate in a variety of school and community service clubs.

( ) 45. Students have the opportunity to participate in activities and/or organizations, such as a student council, which are oriented toward developing in young people an understanding and experience in the democratic processes.

( ) 46. Courses and/or activities are available which provide students with the opportunity to acquire knowledge and understandings related to the origin, development, customs, and cultures of mankind.

Program Component

The following are important features or procedures particular to this school which have not been covered in this section and which merit consideration.

Directions
Human Resource Component
Report Form

If there are fields which cannot be classified according to these tables, write them in the space marked "other". When titles used in a table do not adequately represent the fields offered, make the appropriate changes. Include only offerings which are a regular part of the school's program of studies.

How to Figure FTE

To compute full time equivalency take the maximum number of assigned periods in a day and divide that into the number of periods assigned for an individual. Leave your answer in fractional form. For example, in a seven period day school a full time teacher of mathematics would be assigned to teach mathematics 5 periods, have one period for preparation and one period for lunch. This teacher's full time equivalency ratio would be $\frac{5}{5}$ because the teacher is assigned 5 of the assignable periods in one field. A teacher who teaches two science classes and three mathematics classes in the same school would have a science FTE of $\frac{2}{5}$ and a mathematics FTE of $\frac{3}{5}$. Use this procedure when completing those tables which call for full time equivalency. The denominator of the ratio will always be the number of periods assigned a full time teacher in your building.

In the event that particular information sought by any table is not applicable to your school, mark the table or any part of it N/A . In the event that you are unable to respond to a table or any part of it for any other reason, mark the appropriate part U/R .

HUMAN RESOURCE

TABLE I

Instructional Personnel	Full-time Equivalency of Teachers in Each Field	Enrollment of Students In Each Field
Agriculture		
Art (Incl. Crafts)		
Business Education		
Core Program		
Distributive Education		
Driver Education		
English		
Foreign Languages		
Health Education		
Home Economics		
Industrial Arts		
Mathematics		
Music		
Physical Ed. (Boys)		
Physical Ed. (Girls)		
Science		
Social Studies		
Voc. Trade & Ind. Ed.		
Other (Specify)		
TOTAL FULL TIME EQUIVALENT		xxxxxxxxxxxx

TABLE II

Activity Personnel (Certified)	Full Time Equivalency Of Teachers . In Each Field	No. Of Students Participating In Each Area	No* Of Different Activities
Coaches: Football			
Basketball			
Baseball			
Track & Field			
Swimming			
Other (Specify)			
Student Activity Sponsors:			
School Gov't.			
School Publications			
Dramatics & Spch.			
Subject Area Clubs (i.e.Math, etc.)			
Intramural Sports			
Other (Specify)			
TOTAL		xxxxxxxxxx	

* Record in this column the number of different activities in this school which come under the heading given in the first column. For example, place a 3 in this column if this school has a freshman football team, junior varisty, and a varsity football teams. And, if this school has a Biology Club, a Math Club, a Latin Club, and a Geography Club, place a 4 in this column for "Subject Area Clubs".

TABLE III

Service Personnel (Certified)	Full Time Equivalency Of Personnel In Each Area	Number Of Staff Members*	
		Full Time	Part Time
Principal			
Asst. Principal(s)			
Dean Of Boys			
Dean Of Girls			
Guidance Counselor(s)			
Librarian(s)			
Curriculum Consultant(s)			
Instruction Materials Center Personnel			
Other (Specify)			
TOTALS		xxxxx	xxxxxx

* Respond in whole numbers. The librarian FTE might equal 1 but is accomplished by 2 part time people.

TABLE IV

Service Personnel (Non-Certified)	Full Time Equivalency Of Personnel In Each Area	Comments Or Explanations
Nurse(s)		
Teacher Aids		
Social Worker		
Psychologist		
Secretaries And Clerks		
Custodians		
Maintenance Personnel		
Lunchroom Workers		
Transportation Personnel		
Other (Specify)		
TOTAL		xxxxxxxxxxx

TABLE V

Qualifications of Staff Instructional Personnel	Number Of Personnel*	Degree Status				Number of Teachers Assigned By Area of Preparation**	
		B.S. Only	M.S. Only	M.S.+	Dr.	Major	Minor
Agriculture							
Art (Incl. Crafts)							
Business Education							
Core Program							
Distributive Ed.							
Driver Education							
English							
Foreign Language							
Health Education							
Home Economics							
Industrial Arts							
Mathematics							
Music							
Phys. Ed. (Boys)							
Phys. Ed. (Girls)							
Science							
Social Studies							
Vocational Trade & Industrial Ed.							

*Record here the number of individuals assigned to an area. Where one individual divides his time among several areas, record the individual in the area of his major assignment.

**Record here the number of individuals working in an area of their training. For example, an individual has a major in science but is teaching in his minor area-math; so you would mark him as being assigned to his minor.

TABLE VI

Qualifications Of Staff Ancillary Personnel	Number Of Personnel*	Degree Status				Number Of Personnel Assigned By Area Of Preparation**	
		B.S. Only	M.S. Only	M.S.+	DR.	Major	Minor
Principal							
Asst. Principal(s)							
Dean Of Boys							
Dean Of Girls							
Social Worker(s)							
Guidance Counselor(s)							
Psychologist(s)							
Librarian(s)							
Curriculum Consultant(s)							
Instructional Materials Center Personnel							
Other (Specify)							

*Record here the number of individuals assigned to an area. Where one individual divides his time among several areas, record the individual in the area of his major assignment.

**Record here the number of individuals working in an area of their training. For example, an individual has a major in science but is teaching in his minor area - math; so you would mark him as being assigned to his minor.

TABLE VII

Qualifications Of Staff Ancillary Personnel	Number Of Personnel[1]	Education & Training*		No. Holding Special Licensing	Number Of Personnel Assigned By Area Of Preparation	
		Through Gr. 12[2]	Beyond Gr. 12[3]		Major	Minor
Nurse(s)						
Teacher Aid(s)						
Secretaries And Clerks						
Custodian(s)						
Maintenance Personnel						
Lunchroom Workers						
Transportation Personnel						
Other (Specify)						

*If none required, indicate by recording in appropriate place "none".

[1] If none, indicate by placing an "O" in the appropriate place.

[2] Respond by placing in appropriate place highest grade level achieved if below grade 12. Otherwise check.

[3] Indicate appropriate degree, or if no degree, indicate if some type of special certification was received.

TABLE VIII

Number Of Years Of Experience Certificated Personnel*	Length Of Service In This School			Total School Experience		
	Number		Percent**	Number		Percent**
	Men	Women		Men	Women	
25 or more						
20 - 24						
15 - 19						
10 - 14						
5 - 9						
1 - 4						
Less than 1						
TOTAL						

*Includes all those individuals on the professional staff. (e.g. teachers, librarians, psychologists, etc.)

**Compute the percentage for each category - find the total for the category and divide that number by the total number of certificated personnel being reported.

TABLE IX

Number Of Years Of Experience Non-Certificated Personnel*	Length Of Service In This School			Total Related Experience		
	Number		Percent**	Number		Percent**
	Men	Women		Men	Women	
25 or more						
20 - 24						
15 - 19						
10 - 14						
5 - 9						
1 - 4						
Less than 1						
TOTAL						

* Includes all those not reported in Table VIII.

** Compute the percentage for each category - find the total for the category and divide that number by the total number of non-certificated personnel being reported.

TABLE X*

Characteristics Of Staff	MEN			WOMEN		
	Certificated (No.)	Non-Cert. (No.)	Total	Certificated (No.)	Non-Cert. (No.)	Total
Age Groups: 60 or over						
50 - 59						
40 - 49						
30 - 39						
20 - 29						
Marital Status: Single						
Married						
Separated						
Divorced						
Residency Patterns: Reside within boundaries of this attendance center.						
Reside within boundaries of this school corp. but not within boundaries of this attendance center.						
Reside outside boundaries of this school corporation.						
Reared in the twp. this attendance center is located						
Reared in the county but not the twp. this attendance center is located.						
Reared in the state but not in the county this attendance center is located.						
Reared in a state other than the one this attendance center is located.						

*Please attach to this table a list of all the colleges and/or universities attended by the staff.

TABLE XI

Teacher Orientation* In The Classroom	M E N		W O M E N		T O T A L (Row)	
	Number	Percent+	Number	Percent+	Number	Percent+
Pupil Centered						
Subject Centered						
Other Centered						
Total (column)						

*Completion of this table is based on perceptional responses of the principal and will be treated as such.

+Compute the percentage for each orientation - divide the number for eachcategory (men, women, and total) by the total for the category.

Human Resource Component

The following are important features or procedures particular to this school which have not been covered in this section and which merit consideration.

Directions

Organization Component Report Form

The report form consists of provisions, conditions, or characteristics found in good secondary schools. Of course, some of them may not be appropriate, or even applicable, in every school. If you see that any important features or procedures particular to your school are omitted in the form, be sure to add them in the appropriate places. The report form should accurately and completely portray the organization of the school, thus providing factual information useful for making evaluations.

The use of the report form requires five letters:

A	Provision or condition is made extensively.
B	Provision or condition is made to a moderate extent.
C	Provision or condition is very limited.
M	Provision or condition is missing.
N	Provision or condition does not apply.

When an item contains statements such as "Participation is required of all students. . ." or "All teachers must. . ." the intention is to indicate the upper limit for those items. It is not implied that the provisions must be present to the full extent stated in order to use the rating "A".

Organization

( ) 1. Lines of communication and cooperation are defined, stated in written form, and made available to all building personnel.

( ) 2. Lines of authority are defined, stated in written form, and made available to all building personnel.

( ) 3. Appropriate pupil accounting procedures are maintained.

( ) 4. Parents receive periodic reports from the school regarding student progress.

( ) 5. The accounting system gives a complete record of all funds received and expended and the amount of each transaction including supporting documentation.

( ) 6. Forms and procedures have been devised and are used for all financial transactions including transactions for the student activity program.

( ) 7. Appropriate schedule-making procedures are maintained. (For classes, rooms, certificated personnel, non-certificated personnel, students, student activities, and maintenance of plant and equipment.)

( ) 8. Provision is made for satisfactory lunch service for students and teachers.

( ) 9. Provision is made for satisfactory transportation service for students.

( ) 10. Appropriate procedures for the employment and retention of instructional personnel are maintained.

Organization (continued)

( ) 11. Appropriate procedures for the employment and retention of non-instructional personnel are maintained.

( ) 12. The school board acts as the policy-determining body and assumes responsibility for providing all the human material resources required for maintaining the building and the program within it.

( ) 13. All building personnel have specifically assigned tasks and responsibilities.

( ) 14. The principal's time is balanced between administrative and supervisory duties.

( ) 15. The principal is the chief educational leader in the school.

( ) 16. Members of the instructional staff are assigned to positions for which they are qualified.

( ) 17. Members of the non-instructional staff are assigned to positions for which they are qualified.

( ) 18. There are regularly scheduled meetings of the teaching staff.

( ) 19. There are regularly scheduled meetings of the administrative staff.

( ) 20. There are regularly scheduled meetings of the non-instructional staff.

( ) 21. Provision is made for continuous communication to building personnel.

( ) 22. Provision is made for student assembly programs.

( ) 23. Use is made of the school newspaper for dissemination of information to students and staff.

Organization (continued)

( ) 24. Provision is made for making daily announcements to students.

( ) 25. Teaching assignments are made in one or two curricular areas.

( ) 26. Teaching assignments are made in one curricular area and at one grade level.

( ) 27. Teaching assignments are made in one curricular area and across several grade levels.

( ) 28. Certificated personnel's requests and reports are made directly to the building principal.

( ) 29. Certificated personnel's requests and reports are channeled through department chairmen and assistant principal(s).

( ) 30. Non-certificated personnel's requests and reports are made directly to the building principal.

( ) 31. Non-certificated personnel's requests and reports are channeled through supervisors and assistant principal(s).

( ) 32. Provision is made for the instructional personnel to work on curriculum committees in the area of their specialities.

( ) 33. Provision is made for the instructional personnel to work on curriculum committees in mutually related subject areas.

( ) 34. Provisions are made which encourage building personnel to participate in seminars, workshops, and short courses that will enable them to increase their professional and/or technical competency.

( ) 35. Salaries and the salary schedule provide for appropriate standards of living in terms of socioeconomic conditions in the community.

Organization (continued)

( ) 36. The salary schedule is sufficiently flexible to care for cases of unusual merit in order to recognize superior qualifications, outstanding professional growth, or excellence of service rendered.

( ) 37. The instructional personnel cooperate with each other to achieve common, personal, and professional objectives.

( ) 38. Provision is made for equitable distribution for the instructional staff's work load.

( ) 39. Provision is made for equitable distribution for the non-instructional staff's work load.

( ) 40. Provision is made for periodic corporation instructional staff meetings.

( ) 41. Provision is made for personnel in this building to interact with personnel from other schools in the system through curriculum committees, etc.

( ) 42. The teaching and administrative staffs work together and are jointly responsible for developing the curriculum.

( ) 43. The teaching and administrative staffs work together and are jointly responsible for developing procedures for day-to-day operation.

( ) 44. The instructional and non-instructional staffs work together and are jointly responsible for developing plans to optimally achieve the educational objectives of the school.

( ) 45. Provisions are made for personnel to use the buildings facilities for recreational purposes.

Organizational (continued)

( ) 46. Operational rules, regulations, and policies are flexible.

( ) 47. Provision is made for the teaching staff to be innovative in instructional approaches.

( ) 48. Provision is made for inclusion of new programs in the curricula.

( ) 49. Members of the instructional staff are engaged in a variety of educational research projects.

( ) 50. Provision is made for a wide variety of student centered extracurricular activities.

( ) 51. School patrons support the school by attending school-sponsored activities.

( ) 52. Community expectations of the personal standards of individual staff members is reasonable.

( ) 53. The school participates in programs financed by state and federal government.

( ) 54. Instructional personnel turnover is a problem in this building.

( ) 55. Non-instructional personnel turnover is a problem in this building.

( ) 56. Community financial support is sufficient to meet optimum educational objectives.

( ) 57. Instructional personnel attend school sponsored programs and activities (plays, sports events, concerts, etc.)

( ) 58. Provision is made which guarantees building personnel annual and accumulative sick leave.

Organization (continued)

( ) 59. Provision is made which guarantees building personnel fringe benefits such as retirement, hospitalization, paid holidays and vacations.

( ) 60. The physical facilities and working environment of the building are maintained to provide safe and healthful working and learning conditions.

( ) 61. The instructional staff typically remains in the building after school is dismissed for the day to work individually or in groups and remain because of their own initiative.

( ) 62. Building personnel call each other by first name.

( ) 63. Instructional personnel are involved on a continuous basis in the planning of objective programs and procedures for the proper functioning of this particular building.

( ) 64. Building personnel feel successful and competent in their respective positions.

Organization Component

The following are important features or procedures particular to this school which have not been covered in this section and which merit consideration.

Directions

Material Resources Component Report Form

The report form consists of provisions, conditions, or characteristics found in good secondary schools. Of course, some of them may not be appropriate, or even applicable, in every school. If you see that any important features or procedures particular to your school are omitted in the form, be sure to add them in the appropriate places. The report form should accurately and completely portray the material resources of the school, thus providing factual information useful for making evaluations.

The use of the report form requires five letters:

A Provision or conditions is made extensively.
B Provision or condition is made to moderate extent.
C Provision or condition is very limited.
M Provision or condition is missing.
N Provision or condition does not apply.

When an item contains statements such as "Participation is required of all students. . ." or All teachers must. . ." the intention is to indicate the upper limit for those items. It is not implied that the provision must be present to the full extent stated in order to use the rating"A".

Material Resources

( ) 1. The building is situated on the site so that it provides an attractive appearance.

( ) 2. The exterior of the building is free from ornamentation and/or architectural features which may deter from a pleasing appearance.

( ) 3. The interior of the building is free from ornamentation and/or architectural features which may deter from a pleasing appearance.

( ) 4. The building is situated on the site so that efficient use of the total area is maintained.

( ) 5. The over-all building structure is fabricated with durable and fire-resistant material.

( ) 6. The building's design and construction are such that changes can be readily made in classroom size and arrangement.

( ) 7. All exits are clearly marked and readily accessable.

( ) 8. All areas used by students and school personnel are appropriately illuminated at all times with easy access to control switches.

( ) 9. The walls, ceilings, and trim are painted or paneled so as to contribute to an attractive interior as well as to provide adequate illumination.

( ) 10. If school activities are carried on in a number of buildings, provisions are made for the protection of students against inclement weather or dangerous conditions while going from one building to another.

Material Resources (continued)

( ) 11. The usual appearance of the interior of the building is such that it stimulates and encourages student and staff cooperation in its maintenance.

( ) 12. The usual appearance of the exterior of the building is such that it stimulates and encourages student and staff cooperation in its maintenance.

( ) 13. Ventilation facilities ensure a sufficient supply of clean air and proper circulation in all parts of the building.

( ) 14. The heating system is sufficient to maintain all rooms at an even temperature when the temperature outside is low enough to require the heating of rooms.

( ) 15. Toilet and lavatory facilities are conveniently accessible and sanitarily maintained.

( ) 16. Sanitary drinking fountains are provided in sufficient number and in locations that meet the needs of the students and staff.

( ) 17. The school plant's design and construction provide for easy, efficient, and economical maintenance procedures.

( ) 18. The building contains a variety of special purpose rooms such as a library or instructional materials center, an auditorium, gymnasium, science labs, industrial arts shops, arts and crafts rooms, and a lunchroom.

( ) 19. Existing classrooms provide sufficient area to accomodate current class enrollments and the curricular and extra-curricular programs.

( ) 20. The general layout and arrangement of classrooms provide for adaptation of instruction to a variety of learning activities.

Material Resources (continued)

( ) 21. Office space is provided for administrative and guidance personnel.

( ) 22. The library or instructional materials center has yearly acquisitions of books, periodicals, newspapers, and phamphlets.

( ) 23. The library or instructional materials center has yearly acquisitions of motion pictures, filmstrips, recordings, audio tapes, and video tapes.

( ) 24. The library or instructional materials center has yearly acquisitions of professional books, periodicals, newspapers, and phamphlets for the teaching and administrative staff.

( ) 25. The library or instructional materials center has yearly acquisitions of transparencies, realia, models, and multimedia kits.

( ) 26. Available in this building are motion picture projectors (16mm and 8mm) either the conventional type or the loop type.

( ) 27. Available in this building are slide projectors both 2"x2" and 3¼"x4" sizes.

( ) 28. Available in this building are commerical band radios, both AM and FM, and television sets.

( ) 29. Available in this building is video tape equipment including a tape deck, camera, microphone, and monitor(s).

( ) 30. Available in this building are variable speed record players.

( ) 31. Available in this building are audio tape recorders, both the cassett type and the reel to reel type.

Material Resources (continued)

( ) 32. Available in this building are opaque projectors.

( ) 33. Available in this building are overhead projectors.

( ) 34. Available in this building are filmstrip previewers.

( ) 35. Available in this building are projection screens both the wall type and the portable type.

( ) 36. Available in this building are appropriate stands for the utilization of available equipment.

( ) 37. Available in this school is equipment for the production of graphic and photographic materials.

( ) 38. Offices are equipped with needed typewriters, files, desks and chairs, and other office equipment.

( ) 39. Located in the building and available to the staff is a mimeograph machine, a ditto machine, and a copying machine (i.e., Thermofax).

( ) 40. Located in the building and available to the staff is equipment which enable them to produce transparencies and to make color lifts.

( ) 41. First-aid equipment and supplies are available.

( ) 42. Teachers have ready access to materials and supplies (chalk, erasers, paper, staplers, paper clips, etc.) in order to sustain day-to-day operation.

( ) 43. There is a materials and supplies store in the building to meet the demands of usage of reproduction equipment.

Material Resources (continued)

( ) 44. The building contains the specialized equipment and supplies required for the agriculture program.

( ) 45. The building contains the specialized equipment and supplies required for the art (including crafts) programs, such as artist paints, modeling clay, and wood carving tools.

( ) 46. The building contains the specialized equipment and supplies required for the driver education program such as models, mock-ups, and trainers.

( ) 47. The building contains the specialized equipment and supplies required for the English program such as a language laboratory, models and pictures.

( ) 48. The building contains the specialized equipment and supplies required for the business education program, such as typewriters and caculators.

( ) 49. The building contains the specialized equipment and supplies required for the foreign language program, such as a language laboratory, models, and realia.

( ) 50. The building contains the specialized equipment and supplies required for the home economics program, such as food and clothing preparation equipment.

( ) 51. The building contains the specialized equipment and supplies required for the industrial arts program, such as power tools, lathes, and hand tools.

( ) 52. The building contains the specialized equipment and supplies required for the mathematics program, such as models, surveying equipment, and various types of graph paper.

Material Resources (continued)

( ) 53. The building contains the specialized equipment and supplies required for the music program both instrumental and vocal.

( ) 54. The building contains the specialized equipment and supplies required for the physical education program for boys and girls.

( ) 55. The building contains the specialized equipment and supplies required for the science program.

( ) 56. The building contains the specialized equipment and supplies required for the social studies program.

( ) 57. Buses or other vehicles are provided for transportation of those students needing such service.

( ) 58. All buses or other vehicles meet legal standards for the transportation of students.

( ) 59. All buses or other pupil transportation vehicles are maintained in effective and safe operating condition.

( ) 60. All pupil transportation vehicles are inspected daily and maintained in sanitary condition.

( ) 61. Appropriate tools are provided for drivers to enable them to make minor repairs.

( ) 62. There is ample staff and student parking facilities adjacent to the school building.

( ) 63. Intramural athletic fields are located on the same acreage as the school building.

( ) 64. Interscholastic athletic fields are located on the same acreage as is the school building.

Material Resources (continued)

( ) 65. The building contains an intercommunications system connecting the main office to all parts of the building.

( ) 66. The building contains the specialized equipment and supplies required for theatrical productions, such as spot lights, and various types of staging.

Material Resources Component

The following are important features or procedures particular to this school which have not been covered in this section and which merit consideration.

APPENDIX D

Principal Interview Guide

I. (a) What things are taken into consideration when teachers are employed for this school?

(b) Once employed, what things are taken into consideration when assignments are made?

II. (a) What would you say is the attitude of the professional staff about working in this school?

(b) Why is it, do you think, that they have this attitude?

III. (a) What efforts are made to relate the work of the school to its patrons and those who in one way or another financially support it?

(b) Do members of your staff actively participate in various civic and professional organizations?

(c) Do citizens try to bring pressure on the school to effect changes?

(d) How are these pressures handled?

IV. (a) How does this school go about giving group and individual recognition to its teachers and students?

V. (a) What would you say is the attitude of the staff toward what some might call "red tape"?

(b) Do you think the staff finds it "sticky" or does it find it "workable"? In either case, why?

VI. (a) In almost any group of people and probably more so with a group of teachers, there are typically several individuals in the group who have had a variety of unique and interesting experiences. Would you tell me some ancedotes about individuals on your staff who you think have interesting backgrounds?

VII. (a) A well worn statement credited to most all teachers is, "You give me all the instructional materials, supplies and equipment I can use, and I'll give you the best instruction you can get." Is this the kind of statement teachers in this building would make?

(b) How do the teachers feel about the quantity and quality of the instructional materials and equipment at their disposal?

(c) What are some of the problems relating to instructional materials and equipment that are brought to you by your faculty?

VIII. (a) If your faculty had the opportunity to rebuild or remodel this building to suit their personal and pedagogical needs, what do you think they would do?

(b) What changes would they make?

IX. (a) What kinds of things do the students say about the courses and activities to them at this school?

(b) Are the courses too hard or too easy; are they diverse enough to meet the expressed needs of the students?

(c) Do the students feel they are getting what they need to be competitive for college admission, for entry into employment or whatever?

(d) Do the students feel they are intellectually and physically challenged by the courses and activities available to them?

(e) Do they feel that the program offered allows them to have unthwarted academic curiosity?

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APPENDIX E

January 12, 1968

Dear Principal:

Enclosed is a very brief questionnaire which is being used to collect preliminary information for a proposed research project to be done through the Wabash Valley Education Center. The purpose of the proposed study is to ascertain whether any evidence can be found to support the notion that the environment of a high school as perceived by students relates to the climate (psychological) of the school as perceived by the teachers and principal.

The information obtained from the questionnaire will be used by the research project investigator to identify high schools to be included in the study sample. Schools tentatively identified will be notified by the middle of February and asked to participate in the project. At that time, complete information regarding the research study and school envolvement will be detailed.

Thank you for taking a few minutes from your busy schedule to complete the questionnaire. But, please take the few minutes now before it slips your mind. We must have every questionnaire completed and returned if the analysis for the study is to be meaningful. All items on the questionnaire are important and should be answered completely and as precisely as possible.

Use the enclosed, stamped envelope for returning the questionnaire. It must be returned by January 29th. If you have any questions regarding questionnaire items and their meanings, feel free to call me collect at area code 317-743-4602.

Finally, any information you give in the questionnaire, or, at any time, in relation to the questionnaire, will be held in strictest research confidence.

Sincerely yours,

William R. Wright
Assistant Director

QUESTIONNAIRE

Directions: Please glance through the questionnaire before completing any of the items. Answer all items. If there is not enough space after an item to answer it as precisely as you would like, use space on the reverse side of this sheet or use an additional sheet. Mark additions with the corresponding item number.

1. What is the complete name, address, and telephone number of the high school?

School Name (in full) ________ Area Code - Telephone number ________

Corporation Name (in full) ________

Number Street ________

Town or Post Office ________ County ________ Zip Code ________

2. Who are the following individuals?

Corporation Superintendent ________ Building Principal (for school listed in question one.) ________

3. Does the individual who has the title "Principal" for this building serve full time in that capacity?

___Yes ___No If no, what percentage of the individual's time is devoted to the duties of the Principal?

____

4. What is the total student body population for the whole school corporation for all grades 1-12? ________

5. Are the high school students housed in a building used specifically and only for instruction of grades 9-10, 10-12, 11-12, or 9-12?

___Yes ___No If no, what facilities are shared and how extensively are they shared? ________

____

6. If this building houses grades below the 9th grade, do teachers who teach students in the 9th grade and above also teach students in the 8th grade and below?

___Yes ___No If yes, how many and in what subject areas? ______________________________

____

7. How many teachers are in the building?

____Men ____Women (For grade 9 and above)

____Men ____Women (For grade 8 and below if applicable)

8. How many students are in the building? (Give by sex if the data is readily available. In all cases give by grade level.)

9th_____Total (____Male _____Female)

10th_____Total (____Male _____Female)

11th_____Total (____Male _____Female)

12th_____Total (____Male _____Female)

9. In what year was the school corporation formed?________

10. In what year(s) was the building constructed? Original building__________ Additions__________

11. How many classrooms are there in the building? (Exclude the gym and cafeteria)__________________________

12. How many of the teachers in the building have only bachelor's degrees? ______________________________

13. How many of the teachers in the building have master's degrees or better? ______________________________

14. What is the tax rate per $100 assessed valuation for the high school or the corporation?__________________

15. What is the dollar expenditure per ADA high school pupil? (Or, how much tuition would be charged a student coming into the school and residing in another school district?)________________________________

****

Please check to see if you have answered all the items on the questionnaire. Thank you.

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APPENDIX F

Section I

Mr. Robert J. Tandy, Superintendent
South Montgomery Community School
Corporation
P.O. Box 56
New Market, Indiana 47965

Dear Mr. Tandy:

The purpose of this letter is to secure your approval for the conduct of a pilot study in your school corporation this spring, and to get your permission to contact Mr. Ronnie Howard, principal of the New Ross High School, to seek his cooperation in conducting the pilot study in his building.

The pilot study is part of a proposed research project which is to be done and completed during the coming school year. The purpose of the research project is to ascertain whether any evidence can be found to support the notion that the environmental press of a high school as perceived by students relates to the climate (psychological) of the school as perceived by the teachers and the principal. In assessing what the parameters of the notion might be it was felt that there are situational factors external to the school setting which may, in one way or another, relate to the notion. Thus, the purpose of the pilot study is to determine the effects of these situational variables. For example, the pilot study will be used as an attempt to answer questions such as:

> Is the population make-up of schools (e.g. urban or rural a variable which affects perception of organizational climate and environmental press?
>
> Is the size of schools a variable that tends to affect perception or organizational climate and environmental press?

The mechanics of the conduct of the pilot study in the New Ross High School will be worked out with the principal so as to cause as little, if any, interruption in the normal daily routine of the school. Students will be asked to complete two questionnaires. The time allotment for the completion of the questionnaires with instructions will not exceed ninety minutes. Teachers and the principal will be asked to complete one questionnaire. The time allotment for the completion of the teacher and principal questionnaire including instructions will not exceed thirty minutes. The participants in the study will consist of all of the students from each grade level and all of the teachers. The entire student body and faculty will be surveyed. Finally, I would like to have a twenty minute interview with you.

It is anticipated that the findings of the research project will make several contributions to the field of education. First, that there would be a more complete objective description or organizational climate, environmental press and their concomitant correlations with the objectives of public education. And second, that there would be empirical evidence for the validation, rejection or modification of the theory base used in the study, thus feeding the area of administrative theory in education.

I hope that the above has given you sufficient information regarding the intent and purpose of the pilot study and that you will consent to allow me to pursue the study in your corporation and to contact Mr. Howard. If you do approve of my conducting the pilot study in your school corporation, would you sign the enclosed carbon of this letter and return it to me in the envelope provided.

I would like to thank you in advance for your cooperation.

Sincerely yours,

William R. Wright
Assistant Director

cc: Mr. William Floyd

Enclosure (to be returned)

Approved: ______________________________, Superintendent
South Montgomery Community School Corporation

____
Date

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500 By Pass 52 West - University Square
West Lafayette, Indiana 47906

Section II

May 8, 1968

Mr. Ronnie D. Howard, Principal
New Ross High School
New Ross, Indiana

Dear Mr. Howard:

Enclosed is a copy of a letter sent to your superintendent seeking his approval for the conduct of a pilot study in the South Montgomery Community School Corporation utilizing students and teachers in the building you administer, and to request his permission to contact you to seek your cooperation in conducting the pilot study.

I hope that the enclosure provides you with sufficient information regarding the nature and purpose of the pilot study and with a fundamental idea of how the mechanics of data collection will work. Thus, I hope you will cooperate with me and allow me to conduct the pilot study in your building.

If you consent to having the pilot study conducted at the New Ross High School, could we arrange a meeting to discuss the details? May I suggest we get together in your office on Monday, May 13, at 2:00 p.m. If you find this time inappropriate or inopportune, please feel free to suggest a time which would be more in keeping with your schedule. Since the closing of school is drawing near it is essential that this matter be taken care of as soon as possible.

Please call me collect at Area Code 317-743-4602 to let me know your intentions regarding this proposal and to confirm or reschedule our meeting.

Thank you for your cooperation. I am looking forward to meeting with you.

Sincerely yours,

William R. Wright
Assistant Director

WABASH VALLEY EDUCATION CENTER
500 By Pass 52 West - University Square
West Lafayette, Indiana 47906

May 7, 1968

A pilot study conducted under the auspices of the Wabash Valley Education Center will be done in your school in a few days. The pilot study is part of a proposed research project which is to be completed during the coming school year. The purpose of the research project is to ascertain whether any evidence can be found to support the notion that the environmental press of a high school as perceived by students relates to the climate (psychological) of the school as perceived by the teachers and the principal. In assessing what the parameters of the notion might be it was felt that there are situational factors external to the school setting which may, in one way or another, relate to the notion. Thus, the purpose of the pilot study is to determine the effects of these situational variables.

Dr. Miller and Mr. Leeman have both given their approval for the conduct of the pilot study in your school and request that you give your cooperation to the pilot study investigator. You have been selected at random from the teaching staff of the school to participate as respondents for the study. As a respondent, you are being asked to report to Room 105 in your building at 8:00 a.m., Tuesday, May 14, 1968, to complete a data gathering instrument. The instrument, at the most, takes 20 minutes to complete. All respondents will be anonymous so as to keep the information collected confidential.

It is essential that you participate in the pilot study in order to keep the study as statistically pure as possible. Please make every effort to report promptly on the fourteenth.

Thank you for your cooperation.

Sincerely yours,

William R. Wright
Assistant Director
Pilot Study Investigator

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APPENDIX H

October 29, 1968

Mr. Vincent R. Guenther, Superintendent
Tipton Community School Corporation
128 E. Jefferson Street
Tipton, Indiana

Dear Mr. Guenther:

The purpose of this letter is to secure your approval to collect data for a research study from one school in your corporation. When your approval is received I will contact Mr. Dorman D. Rogers, principal of Tipton High School, to seek his cooperation in collecting the needed data in his building. The research study is being financed by the U.S. Office of Education, Bureau of Research, through the Wabash Valley Education Center with directions and guidance for the study coming from the Educational Administration section of Purdue University's Department of Education. The undersigned is serving as the principal investigator for the study.

The purpose of this research study is to ascertain whether any evidence can be found to support the notion that the environmental press of a high school as perceived by students relates to the organizational climate of the school as perceived by the teachers and principal. An attendant purpose of the study is to ascertain whether certain components of the educational institution relate to perceptions of the study population. The components of the educational institution to be reviewed are organization, program, human resources and material resources. The research study's plan is directed at one of education's major interest at the present time - the study of ecology particularly that aspect of ecology dealing with the organizational climate of schools.

The mechanics for collecting data for the study will be worked out with the high school principal. The arrangements what will be made will cause little, if any, interruption in the daily routine of the school. Students will be asked to complete two questionnaires. The time required for the students to complete the questionnaires will not exceed sixty minutes. The teachers and principal will be asked to respond to one questionnaire which will take them about thirty minutes or less to complete. For participants in the study we would like to have a sample of students from each grade level and a sample of teachers from the high school. Thus, we will gather data from only a small percentage of the students and teachers and not from all of either groups.

It is anticipated that the findings of the research project will make several contributions to the field of education. First, that there would be a more complete objective description of organizational climate, environmental press and their concomitant correlations with the objectives of public education. And second, that there would be empirical evidence for the validation, rejection, or modification of the theory base used in the study thus feeding the area of administrative theory in education.

I hope that the above has given you sufficient information regarding the intent and purpose of the research study and that you permit me to pursue the study in your corporation and to contact Mr. Rogers. If you approve of my conducting the study in your school corporation, please sign the enclosed carbon of this letter and return it to me in the envelope provided. On the other hand, if you do not approve of my collecting data in your school corporation, please return the enclosed carbon of this letter unsigned.

Of course, any information obtained or data collected about the school will be kept in strictest research confidence. If I may, I would like to thank you in advance for your valued cooperation.

Sincerely yours,

William R. Wright
Assistant Director

Approved: ______________________________, Superintendent
Tipton Community School
Corporation

Date: ____________________

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West Lafayette, Indiana 47906

APPENDIX H

Section II

November 4, 1968

Mr. Dorman D. Rogers, Principal
Tipton High School
619 South Main St.
Tipton, Indiana 46072

Dear Mr. Rogers:

Enclosed is a copy of a letter sent to your superintendent which sought his approval to collect data for a research study in the Tipton High School from students and teachers in the building you administer. Having his approval, I am asking for your cooperation, assistance and approval to collect the data which is needed for the study.

The letter to the superintendent contains the essential information regarding the nature and purpose of the study and has a brief description on the mechanics of data collection. Therefore, it need not be repeated here. If you consent to my collecting data in your school, I would like to arrange with you a meeting to discuss the details.

Assuming that you are interested in cooperating with me may I suggest we get together in your office on November 12, 1968, at 12 noon. If you find this time and date inappropriate or inopportune, please suggest a time and/or date which would be more in keeping with your schedule. I would appreciate any rescheduling for a date as close as possible to the first date suggested.

Please complete the enclosed card and return it to me in the envelope provided. If you have any questions or problems, call me at area code 317-743-4602.

Thank you for your cooperation. I am looking forward to meeting with you.

Sincerely yours,

William R. Wright
Assistant Director

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500 By Pass 52 West - University Square
West Lafayette, Indiana 47906

APPENDIX I

January 1969

Enclosed is the statement I indicated that I would mail to you to read to your faculty in asking their cooperation in completing the Organizational Climate Description Questionnaire for the research project in which you and your school are cooperating.

The enclosed sheet gives some general information regarding what the OCDQ is designed to do as well as a few general instructions for completing the instrument. The Questionnaire itself has additional information regarding its purposes and specific instructions for responding to it are included on the instrument.

The arrangements made when we met were that you would distribute the OCDQ at a faculty meeting on a day sometime before the date we will be at your school to collect data from students. Following up on these arrangements I have included in this mailing, besides the statement referred to above, the OCDQ, answer cards, and envelopes.

Please have the members of your faculty return the questionnaire and the answer card in the envelope provided. All teachers assigned to your building should respond to the questionnaire.

If you have any questions whatever, please do not hesitate to call me. My number is 317-463-1589. Thank you again for your continuing cooperation and help.

Sincerely,

William R. Wright
Assistant Director and
Research Investigator

GENERAL INFORMATION REGARDING THE ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE AND ITS ADMINISTRATION

(The following is to be read to the professional staff members prior to their completing the instrument.)

This (morning or afternoon) you are being asked to participate in a research project sponsored by the Wabash Valley Education Center and Purdue University. The purpose of this study is to identify and categorize the organizational climate of secondary schools. To accomplish this task, staff members from eighteen secondary schools within a seventy mile radius of Lafayette will be co-operating in the project. The researchers conducting the project have been given approval to collect data for the study from you by both __________________, Superintendent and myself. When the study is completed, the general results will be sent to my office and will be available for your perusal. No individual, school, or school district will be identified in this report.

You are all familiar with personality tests, and how a profile can be constructed to describe an individual's personality. The questionnaire that you will complete--the Organizational Climate Description Questionnaire (OCDQ), is an instrument designed to measure the personality of your school in much the same way that some tests measure an individual's personality. It is this "personality" that is being described here as the "Organizational Climate" of the school. Analogously, personality is to the individual what Organizational Climate is to the organization. This notion of organizational personality provided the major impetus for the present research. The OCDQ provides the vehicle to look more closely at the notion.

The OCDQ has specific directions printed on it. Before you begin, however, I would like to read a few general instructions.

1. Do not put your name on the test materials or answer card. We are not interested in how any particular individual responds to the questions, but we are interested in finding patterns of responses. Again, may I repeat - no individual, school, or school corporation will be identified.

2. It is important that your answers be independent, so please do not discuss your answers with other teachers.

3. Please answer every item. Do not spend too long on any one item; your first, natural response is probably your best. Remember, there are no right or wrong answers to these questions.

4. There is no time limit for completion of questionnaire. It will probably take you about 15-30 minutes to complete the questionnaire, but you may have as much time as you like.

5. Would you please read silently the instructions for completing the answer card. If you have any questions regarding them, I'll try to answer them for you.

6. Are there any other questions?

7. Please bring all of the test materials to me as soon as you have finished the questionnaire. Place them in the envelope provided and seal the envelope.

APPENDIX J

ANALYSIS OF RESPONSES TO JUDGES RATING SCALE TRAINING SESSION

Table J-1

SUMMARY OF COMPUTATIONAL PROCEDURES ONE-WAY ANOV WITH REPEATED MEASURES

Part I

(1) G^2/kn	(2) $\Sigma\Sigma X^2$	(3) $(\Sigma P_i^2)/k$	(4) $(\Sigma T_j^2)/n$

Source of Variation	SS	df
Between people	$SS_{between\ people} = (3)-(1)$	$n - 1$
Within people	$SS_{w.\ people} = (2)-(3)$	$n(k-1)$
Treatments	$SS_{treatments} = (4)-(1)$	$k - 1$
Residual	$SS_{res.} = (2)-(4)-(3)+(1)$	$(n-1)(k-1)$
Total	$SS_{total} = (2)-(1)$	$kn - 1$

Table J-2

RAW SCORES FOR JUDGES RATING SCALE PRACTICE SCHOOL AND TOTALS

Judge	Organization	Program	Human Resources	Material Resources	Total
1	69	76	75	43	263 = P_1
2	49	63	80	51	243 = P_2
3	46	62	71	52	231 = P_3
4	50	80	36	43	209 = P_4
5	84	79	83	59	305 = P_5
	298 T_1	360 T_2	345 T_3	248 T_4	1251 = G

$n = 5 \qquad k = 4$

(1) $G^2/nk = 1251^2/(5)(4) = 78{,}250.05$

(2) $\Sigma\Sigma X^2 = 82{,}799$

(3) $(\Sigma P_i^{\ 2})/k = \dfrac{263^2 + 243^2 + 231^2 + 209^2 + 305^2}{4} = 79{,}571.25$

(4) $(\Sigma T_j^{\ 2})/n = \dfrac{298^2 + 360^2 + 345^2 + 248^2}{5} = 79{,}786.6$

$SS_{\text{between people}} = (3) - (1) = 1{,}321.2$

$SS_{\text{treat.}} = (4) - (1) = 1{,}536.55$

$SS_{\text{res.}} = (2) - (3) + (1) = 1{,}691.6$

Table J-3

ANALYSIS OF VARIANCE:
JUDGES RATING SCALE

Source of Variation	SS	df	MS	F
Between people	1,321.2	4	330.3	
Treatment	1,536.55	3	512.18	3.63*
Residual	1,691.6	12	140.97	

$^*F_{.95}(3,12) = 3.49$

Part II

Table J-4

TEST ON DIFFERENCES BETWEEN PAIRS OF MEANS
(NEWMAN-KEULS METHOD)
JUDGES RATING SCALE

Component		(4) Mat.Res.	(1) Organ.	(3) Hum.Res.	(2) Prog.
	Totals	248	298	345	360
(4) Material Resources	248	-	50	97	112
(1) Organization	298		-	47	62
(3) Human Resources	345			-	15
(2) Program	360				-
	$q_{.99}(r_1 12)$		4.32	5.04	5.50
	$q_{.95}(r_1 12)$		3.08	3.77	4.20
Critical Values					
$\sqrt{nMS_{res}}$	$q_{.99}(r_1 12)$**		114.69	133.8	146.02
$\sqrt{nMS_{res}}$	$q_{.95}(r_1 12)$**		81.77	100.09	111.50

	4	1	3	2
4				*
1				
3				
2				

APPENDIX K

Section I

DEFINITIONS:

Inferior

Refers to that state, situation, or position which is lowest in desirability, esteem or rank. Items rated as inferior indicate that the aspect of the school surveyed by the item is wholly insufficient, totally irrelevant, or nonexistent.

Below Average

Refers to that state, situation, or condition which is low in esteem, desirability, or is considered as unsatisfactory. Items rated below average indicate that the aspect of the school surveyed by the item is insufficient, inappropriately or poorly utilized, or almost nonexistent.

Average

Refers to that state, situation, or condition which is moderate in esteem, desirability, or which can be considered typical. The items in this scale which are rated average, indicate that the aspect of the school surveyed by the item is adequate, appropriately utilized or available.

Above Average

Refers to that state, situation, or condition which is high in esteem, desirability, or is considered to be of particular note. Those items in the scale which are rated above average indicate that the aspect of the school surveyed by the item is exceptionally adequate, effectively and efficiently utilized or, is always available.

Superior

Refers to that state, situation, or condition which is highest in esteem, desirability, or is considered to be exceptionally outstanding and unique. Those items in the scale which are rated superior, indicate that the aspect of the school surveyed by the item is always sufficient, maximally and effectively utilized and implemented or, always available.

APPENDIX K

Section II

ORGANIZATION COMPONENT

The following is an attempt to provide those serving as judges with a guide for the interpretation of the items on the Judges Rating Scale. Those descriptions marked "a" are descriptions which would tend to receive a _1_ rating; "b" descriptions would tend to receive a _3_ rating; and a "c" description would tend to receive a _5_ rating.

Only the first 5 items have all three types of descriptions. The remaining items have only the "a" type of description. The other types of descriptions for the remaining items are to be inferred in a manner similar to those given for the first five items.

1. _a_ Teachers are assigned to a position or role discounting any training or experience for the position. Minimum state certification requirements are met by the teachers. For example, a trained English teacher assigned to teach social studies because that is where an opening is or, a home economics teacher assigned to coordinate all intramural sports because she is the only one who hasn't an extra curricular assignment, and because no one else wanted the job.

   _b_ Teachers are assigned to a position or role considering preparation and experience, and meeting all certification requirements. For example, a trained language arts person to teach grammar and literature although she would rather have only taught literature. A former athlete with interest in sports assigned to coordinate the intramural sports program because he is concerned about making such a program available to the students.

   _c_ Teachers are assigned to a position or role on the basis of preparation, experience, and wishes as expressed by the individual during an interview or subsequent to the interview and after a period of working time in the school. For example, a trained math person who wishes to teach general math and first year algebra, assigned to teach those subjects because he likes working with that age group and feels most competent in that area. A foreign language teacher interested in stamp collecting, assigned as faculty sponsor of the Stamp Club because she feels she wants to share her experience and to stimulate students to become interested in this area.

2. a Specialty personnel having teaching, supervisory, and administrative duties outside of their specialty. For example, the social worker serving as attendance officer because she is out checking on the kids anyway; counselors serving as disciplinarians because of their knowledge of the background of the trouble makers.

   b Specialty personnel having duties specific to their specialty with some supervision and administrative responsibilities within their area because they want to utilize all of their training or experience For example, a librarian serving as the librarian and possibly teaching a course in introductory library science; counselors working with individual students, administering tests, and scheduling students

   c Same as (b) but allowing the individual specialists to set his own duties within the general sphere of benefit to the school For example, a counselor who wants to work with only freshman and sophomore students; A-V specialists who work with the staff in assisting them in solving their A-V problems, conducting workshops for the staff

3. a A teacher assigned to a position which he or she was neither trained for or has experience in. For example, a certified and trained science teacher assigned to teach vocational agriculture

   b Teacher assigned to a position which he or she was trained for or has experience in A math major and science minor, teaching a science course.

   c A teacher assigned to a position for which he was specifically trained and/or has had unique experience in. For example, a CBA chemistry trained teacher assigned to teach the CBA chemistry course.

4. a Where the A-V specialist is assigned to handle and discharge the duties of a librarian Where the social worker schedules students into classes.

   b Where the guidance counselor works with students individually and in groups, counsels with students on their social and school problems, and, schedules students.

   Where the librarian works full time in the library acquisitioning materials, organizing it for teacher and student use and assisting students and staff in locating needed research materials

c. Same as (b) except that in (b) the personnel might have other responsibilities outside of their specialty, here they would have specific training for their position.

5. a. Personnel have no input into decisions on how their subject should be taught (methods and techniques), how the subject should be structured (sequence), and its extent (scope). Personnel are to follow strict guides on methodology, sequence, and scope. All problems are handled by principal.

b. Personnel can decide on methodology and techniques to be used but are to follow the scope and sequence of the textbook being used or the curriculum guide available. There is some coordination in the subject area between grade levels to provide students with a sequential program.

Most classroom management problems, including discipline, are handled by each person within limits of school board policies. Serious problems are handled by the principal.

c. Personnel are encouraged to use and do use new and innovating techniques. Individual teachers decide on scope and sequence of their courses which will maximally benefit the students assigned to them. There is coordination in the subject area between grade levels and between subject areas.

All classroom management problems, (including discipline), are handled by each person within the limits set by school board policies. Serious problems are handled jointly by the teacher, principal, and appropriate specialist.

6. a. Each teacher handles his own discipline problems and seldom, if ever, helps another teacher with discipline problems in halls, washrooms or at public gatherings.

Each teacher plans his own course outline and proceeds through the course at his own pace; doesn't confer with other teachers who are teaching the same subject or course.

There are no curriculum committees.

The principal works more or less alone and doesn't seek or want the help of staff in solving school problems in curriculum development.

7. Auxiliary personnel are custodians, cooks, maintenance personnel, bus driver, teacher aides, and clerical personnel.

   a. Teachers handle all problems and situations and don't ask for any help and assistance from the counselor, nurse, or social worker.

   Auxiliary personnel function as if their respective duties were the only ones of major significance. That is, they do things at their and for their convenience instead of doing things that will benefit students and teachers most.

   Specialty personnel work with students independent of involvement of the students, teachers, the administrator, parents, or other specialty personnel.

8. a. In a 5 teaching period day, a teacher has 4 or 5 different preparations.

   There is no written daily operational manual for personnel which described what has to be done, by whom, and when.

   Some teachers have 3 or 4 extra-curricular responsibilities and other teachers have none (other than first year teachers).

   The custodial staff is expected to do all maintenance work.

9. a. The curriculum of the school is such that most graduates of the school are unable to find employment in the community.

   The patrons of the school are not welcomed to visit the school.

   The school building and its facilities are never open or available to community groups for any reason.

10. a. School policies are established by the administrators and staff and are imposed upon the students without explanation.

    The rules and regulations are strict and the staff enforces them arbitrarily and capriciously.

11. a. Teachers and other staff have no say in policy affecting their welfare or that of the students.

    Students have absolutely no input in developing the rules and regulations binding upon them.

6

Teachers, staff, and students feel no sense of "esprit de corps"; they don't really like to be at the school but have to because of the need of salary or in the case of student because of state laws.

12. a. The school's curriculum has not been changed in the last 25 years. The only change made has been in textbooks as is required by the state. There are no courses such as Social Anthropology, Modern Math, Creative Writing or Sex Education.

    There are no new or modern teaching techniques or methods being used in the school. For example, large group instruction, team teaching, inquiry or programmed instruction.

    Expected student and teacher behavior (both in and out of school) is as it was 25 years ago. Teachers are not to smoke or drink in public; girls are sent home if their skirts are shorter than 2 inches below the knee; boys are sent home if they don't wear belts or if their hair is not neat and cut short.

13. a. The school board never has open meetings or encourages school patrons and teachers to attend its meetings.

    School policies and procedures are not easily or ever amended to handle suggestions or recommendations that would make the operation of the school more effective and efficient for both staff and students.

    The school board succumbs to the least pressure of special interest community groups to change curriculum or policies and procedures. For example, several local groups oppose the teaching of reproduction in science or other courses and, as a result, this topic is stricken from the curriculum.

    The school board and staff are wishy-washy about doing things.

14. a. The school operates and functions in a way which does not generate support from local patrons, the state or the federal government. The attitude of those who control the school and its staff negates any cooperation between it and those who would be expected to support it in one way or another.

    The school has isolated itself and does not seek or offer assistance in anything from any group or any person.

    The school does not reflect current changes taking place in society and is out of step or phase with it.

15. a. The school does not allow teachers to try new or different approaches and methods in their teaching so as to allow teachers to most effectively utilize their training and talents, thus hindering their professional needs.

The school does not support or encourage its teachers and administrators to become interested or active in professional organizations. For example, if a teacher becomes active in a professional organization, they could spend great amounts of time and energy working for the organization thus having less time to teach. Active participation in an organizaiton could require the teacher being away from the classrooms resulting in extra expense by the school through payment for substitutes.

There are no provisions in school board policies for welfare benefits for the staff. For example, no or minimal sick leave benefits or no insurance plans.

The rules and regulations imposed upon the faculty are so tightly structured that teachers have no opportunity to get together to share ideas or just relax. For example, there is no faculty lounge or work room; teachers are required to stay in their classrooms and work during their preparation period; no avenues are available to enable teachers to express and settle grievances.

No support or encouragement is given staff members to increase their professional competencies through attendance at seminars, workshops, or evening classes.

16. a. Students are required to stand when called upon to recite.

Students are required to end all responses or questions with "madam" or "sir."

Students are required and expected to rise from their seats when a staff member or adult enters the room.

Teachers are required to refer to and address each other by surname and title. For example, Mr. Jones or Miss Smith.

All rules, regulations, and procedures for both students and staff are detailed in written form and are required to be adhered to at all times.

The atmosphere of the school is completely formal and impersonal.

17. a. There are no avenues available or open to the staff and students to express themselves in terms of special talents or interests. Students and staff remain more or less a number, a classification, or a category.

There is no honor roll list maintained.

Extra curricular activities are very limited and restricted to a limited number of students.

Some members of the non-professional staff receive more compensation and are accorded more privileges than members of the professional staff.

18. The school discourages curriculum committees or meetings of staff members for the purpose of planning school curriculum objectives or course objectives.

Staff members are never consulted or asked to share in planning school policies, regulations or procedures.

There are never any staff meetings. All information is disseminated to the staff in bulletins as edicts and are required to be adhered to without question.

No provisions are made either financially, in terms of benefits or status, to instill or engender high interest or excitement for the staff to perform at their maximum.

19. There are no lines of communications or authority defined or stated in written form and teachers are generally confused as to how to get things done or who is responsible for what.

Procedures for pupil accounting, record keeping, schedule making, ancilary and supplementary services are lacking, inappropriate, or insufficient. For example, teachers get no feed back when a student was absent as whether it was an excused absence or an unexcused absence. There are no forms for teachers to use in requisitioning needed supplies.

The principal's time is taken up completely by clerical duties.

There is no structure in regard to the generally accepted routine schedules for the running of the building. No one seems to know what to do or how to handle situations that come up day after day, who is responsible for handling them, or when they should be handled.

20. The school is tightly structured with written rules and regulations stated to take care of any situations that may arise.

There are no staff committee meetings where evaluation of current practices can be discussed and recommendations for changes be made to best adapt the school to meet the objectives of the community and of the school.

Problems which arise are seldom, if ever, resolved quickly. It generally takes weeks or months to get things done. The administrative staff ponders at great length on problems and then submits them to the school board to ponder and settle.

APPENDIX K

Section III

Common learnings and fundamental understandings refer to those basic and essential ideas, methods and techniques needed by the student to progress through the system (school) and to be able to get along once he leaves the school and other limited environments, to enter and live in the work-a-day world.

21. Communications skills are learned and developed through courses, activities, or programs available to students which expose them to experiences with writing skills, speaking skills, and listening skills.

A superior school would require students to write research papers. There would be a school newspaper in which they can write news items, reports and editorials. They would be required to write book reviews and autobiographies.

In a superior school students would have the opportunity to develop speaking and listening skills through participation in debates and panel discussions by giving speeches, being in dramatic activities, attending lectures and so on.

22. Language arts takes into consideration those things related to grammar, grammatical concepts and processes needed to facilitate correct and effective expression. Included in language arts is the area of literature, its selection, reading and interpretation and criticism.

In a superior school available English courses are oriented toward giving students requisite knowledge in grammar and related concepts to enable them to progress through the courses they are currently enrolled as well as for subsequent courses. Students are exposed to both classic and modern literature, in various modes, so that they can develop an appreciation and understanding of it.

23. The area of health information and practices refers to those courses, activities or programs, which enable students to learn about the personal and environmental factors affecting health, communicable and non-communicable diseases, their own and others physical safety, nutrition, the importance of physical fitness and so forth.

A superior school offers a special course or courses where the above described and similar topics are covered. The course title might be: Personal and Community Health Problems.

In a superior school the above described topics would be covered in other courses using different approaches. These courses would be biology, general science, home economics and chemistry.

24. In the area of physical education we are concerned with seeing if there are experiences provided that promote the normal physical growth and development of teenage boys and girls.

In a superior school students are offered a program over and above the state minimum P.E. program requirement. There is a variety of P.E. activities required of all students. They include exercises, games, swimming, apparatus work, tumbling, wrestling (boys) and social dancing.

There are indoor and outdoor, both individual and competitive activities available for all to participate in.

25. In the area of the humanities and social sciences we are concerned with seeing if students are exposed to the essential element of the field related to our society, and the world society, dealing with the social, political, economic heritage and life.

A superior school offers courses in Civics, United States History, World History, Geography, Government, Economics, Sociology, Anthropology, and Psychology.

There is a Student Council.

26. In the area of mathematics we are concerned with seeing if students are exposed to and can become masters of essential mathematical skills and techniques and be able to conceptualize the interrelativeness of its logical structure.

A superior school offers courses in general math, algebra, algebra II, plane geometry, trigonometry, probability and statistics, and an introduction into higher mathematics (differential equations, calculus, non-euclidean geometry).

There is a Math Club for students in a superior school.

27. In the area of science we are concerned with seeing if students are exposed to and can become skillful in the techniques and methods in science through various experiences in a variety of courses and activities.

The superior school offers courses in general science, first year biology, first year chemistry, first year physics, second year biology, second year chemistry, second year physics, astronomy, botany, geology and zoology through seminars, individualized study, and individual personal investigation.

There is a Science Club. There are subject area science clubs. For example, a Physics Club and a Chemistry Club. Students enrolled in second courses are required to participate in science fairs.

28. A superior school has in its program courses and/or activities which stimulate students to take other courses in the same field or to pursue activities in related fields. For example, a superior school offers 2 years of biology, the 2nd year allowing students to become acquainted with marine biology, microbiology, or bio-chemistry. A superior school places students for summer employment where they can gain practical experience in biologically related work. Students may be employed at fish hatcheries, forest preserves, zoos, aquariums, or hospitals.

29. A superior school provides courses or activities which instigate and propagate a searching and questioning attitude on the part of its students. Some of the courses offered utilize the inquiry method of teaching. A superior school has a program of independent study. In a superior school courses are geared to flexibility to allow students to go off on tangents related to the course.

30. ". . . to investigate areas of interest to a depth in proportion to their ability," asks if the school provides varying levels of the same course to accommodate students of different ability and, sequences of courses in the same area. A superior school offers Biology and Advanced Biology, Physics and Advanced Physics, Chemistry and Advanced Chemistry and so on.

A superior school makes provisions to enable exceptionally capable and interested math students to get as much math content as possible if not through available courses through tutoring, coordination with a nearby college or university, or through university undergraduate correspondence courses.

31. This statement probes the notion of the extent to which the school through its program and program details, enables students to have input in those details and allows them to experiment with new and different program configurations. In a superior school students are not strictured by inflexible rules and regulations regarding program and activities of extra-curricular clubs and organizations. They can undertake and try to support new and different club activities.

In classroom related work, students in a superior school are allowed to select and do projects meaningful to them. Students have input into classroom management details in a superior school.

32. This statement seeks a rating related to the kinds of courses and activities available to students which will provide them with more than discursive exposure to a subject area. It refers to those courses and activities which provide for more than common learnings and fundamental understandings.

A superior school offers three years of training in the same foreign language for all the foreign language offered. The superior school offers advance courses in mathematics, science, and English. In a superior school there are courses or activities available which enable interested students to pursue detailed knowledge related to electronics, mechanics, arts and crafts, the theater, ballet and modern dance.

33. This statement seeks a rating related to the kind of courses and activities available to students which are geared toward what is typically considered non-academic pursuits.

A superior school offers a D.C.E. program and other kinds of work study programs.

A superior school offers courses to prepare students for immediate entry into the job market. A superior school offers training programs in the following areas: secretarial - clerical, woodworking, metal working, electronics, auto mechanics, agriculture and retailing.

34. Here we want to look at the school's program to see if it includes courses or activities designed to meet the needs of the slow learner, the handicapped youngster, or the "disadvantaged" child.

A superior school offers courses in remedial mathematics (excluding general math), science and language arts.

In a superior school there are social science courses geared toward instructing the slow learner. There is a special education class. Provisions are made for instruction of the physically handicapped - the partially sighted, the hard of hearing and the ambulatory cases.

35. This statement seeks a rating related to the schools program of guidance services.

A superior school has a guidance program providing career planning information, educational counseling and testing services. The school has an extensive collection of guidance materials. In a superior school the guidance program functions in the area of placement services; that is, assisting students in post-school activities as selection of institutions of higher education or, training and part time employment and follow-up services. It offers an individual counseling service. It coordinates its activities with appropriate referral agencies.

36. This statement seeks an assessment of the school program in the area of arts and crafts education.

A superior school offers a course in art appreciation. A superior school has a four year art curriculum. In a superior school there is always exhibited works of noted artists whose works are rotated on a regualr basis.

The superior school regularly exhibits the art work of its students in the building and at other local public places.

37. This statement seeks an assessment of the school's program in the area of music education.

The superior school offers courses in music appreciation and music theory. It has a band, chorus, and orchestra. The music program in a superior school includes ensemble work.

38. This statement wants you to look at the schools offering which oriented particularly toward that facet of the theater dealing with drama and dance.

The superior school's program includes student acted and danced in plays, skits and shows.

The superior school brings in assembly programs or convocations regularly which present various kinds of plays and musicals. In the superior school there is a Thespians Society.

39. What is being assessed in this statement is the provisions made to enable boys and girls to be exposed to and/or participate in sports and games.

A superior school offers participatory and spectator sports throughout the school year. For example, there is baseball, track, swimming, football, basketball, wrestling, and gymnastics, both intramurally and interscholastically. There are activities offered to satisfy both the needs of competition and enjoyment.

40. This statement seeks an assessment of the school's program with regard to those activities available to students which would or could contribute to their worthy use of leisure time. This is part of the regular curriculum offerings, such as the arts and crafts program, or through extracurricular activities such as a Hunting and Fishing Club and a Ham Radio Club.

APPENDIX K

Section IV

41. The rating of this item will indicate the extent to which the appropriate kinds of teachers are employed by the school to carry out the intended program of the school. If the program of the school is described as comprehensive, the kinds or types of teachers must be appropriately distributed to cover all areas. A superior school has language arts teachers, social studies teachers, math teachers, science teachers, vocational teachers, fine arts teachers, physical education teachers, foreign language teachers, driver education teachers, and etc.

42. This statement needs a rating related to the sufficiency, in terms of numbers of teachers employed in order that the school may carry out its intended program. The concern here is with teacher load, particularly with teacher pupil ratios. When looking at teacher load consider all of the following: the number of different subjects taught, class size, total number of pupils taught, responsibilities for supervision of extra-curricular activities, study hall supervision, administrative responsibilities, number of classes per day, and total clock hours devoted to teaching. An appropriate teacher-pupil ratio is twenty-seven to one and the number of pupils assigned to one teacher to 170 per day. (These are based on the North Central Association of Colleges and Secondary Schools recommendations.) These limits do not apply, however, to physical education, music, or study halls.

43. This item asks us to look at the ancillary professional personnel required in a school to meet the various and diverse needs of students and teachers. In a superior school all of the personnel described may be either full time, part-time, or available at anytime at the request of those who might need them, and are available.

44. Here we are looking at number in terms of the size of the student body and staff as well, of course, as the program of the school.

The numerical adequacy of librarians is based on the recommendations of the North Central Association and are to be applied for this rating scale. In a high school of 200 or fewer students there should be a person who spends one third of his time on library duties. There should be a half time librarian in schools enrolling 200 to 499 students and a full time librarian in schools of 500 and over. There should be one full time clerical assistant in the library for each 750 students. There should be one full time A-V specialist for each group of 100 teachers. Each school should have its own nurse or a nurse who spends part of each day at the school.

Each school should have the services of a social worker at least on a part time basis. There should be a social worker for every 1500 students.

We will use the North Central Association recommendations as guidelines for the number of guidance personnel. The NCA recommends at least one half-time counselor with a minimum of 15 hours of graduate work in guidance for schools enrolling fewer than 200 students and one full-time counselor for every 300 students in larger schools.

Other specialty personnel are available in a superior school on a referral basis. They are psychologists, physicians, dentists, welfare workers, etc.

45. This statement seeks a rating on the types or kinds of ancillary, non-professional, or para-professional personnel required in a school to meet the diverse needs of its program, students and professional staff. In a superior school all of the types of personnel described may be either full-time or part-time and/or be available whenever the need arises.

A superior school would have all of the personnel listed in the item available as well as a dietitian, cooks, bus drivers, and maintenance men.

46. The number of auxiliary service personnel is a function of the size of the school in terms of number of students and staff. In a superior school there is at least one secretary. The number of teacher aides is a function of the program of the school, but the superior school has several available. There should be one custodian for every 15 classrooms, one cook for every 100 students, one bus driver for every 50 mile bus route and maintenance men available as the need arises.

47. This item seeks a response regarding the number of people available to discharge the administrative and managerial responsibilities necessary to operate and maintain the school. The superior school has a full time principal. In a superior school there is an assistant principal, a director of guidance, an athletic director, department chairmen, a coordinator of extra-curricular activities and a director for summer school and adult education.

48. The guide to use in determining the appropriate balance is two advanced degree teachers to one baccalaureate degree faculty member.

49. The appropriate balance among faculty members, with regard to teaching experience, is equal distribution amongst those classified relatively as inexperienced, moderately experienced and extensively experienced. A teacher with 0 through 3 years teaching experience would be classified as relatively inexperienced. One with 4 to 6 years as moderately experienced and a teacher with more than seven years experience as extensively experienced.

50. The appropriate balance between the number of men and women faculty members for a superior school considered to be an equal number of men and women.

51. The appropriate balance between the number of single and married faculty members for a superior school will be considered to be one single person to two married individuals.

52. The guide to use as an appropriate distribution of age groups for a superior school is as follows:

20-30---------------25%
31-45---------------50%
46 and over---------25%

53. The word "cosmopolitan" in this item means essentially diverse, and as is elaborate upon in the rest of the item.

54. The appropriate balance of teachers who are concerned for the personal needs and those concerned with the mastery of subject matter needs of youth is considered, in a superior school to be 80% personal needs oriented and 20% subject matter needs oriented.

55. This statement seeks a rating regarding the placement of personnel in teaching assignments based on the individual teacher's major area of college training.

In a superior school the appropriate assignments for individuals is to teach subjects for which they have been specifically trained. The major proportion of each teacher's assignment is made in this light. An example is the case of an individual who majored in mathematics and minored in science, assigned a full teaching load in the science area. This is inferior allocation of personnel.

APPENDIX K

Section V

56. This statement seeks a rating of a quantitative nature which is tied closely and importantly to availability and accessibility. A superior school owns 300 16 mm. motion picture films, 500 filmstrips, 500 records (including those in the music library), 100 audio tapes, 50 video tapes (excluding video tapes of athletic events), and 20 books per student in the library. In a superior school, all the above materials are centrally located in the library complex and are easily and readily available through the library checkout system.

57. This statement, like the preceeding one, is quantitative in nature. A superior school has one 16 mm motion picture projector for each 150 students, one recorder player for each 250 students (3 additional record players for the music department), one video tape deck with two cameras and two monitors, one overhead projector for each 200 students, one opaque projector for each 400 students, and one reel to reel tape recorder for each 200 students. In a superior school, all the above pieces of equipment are centrally located in the library complex and are easily and readily available through the library checkout system.

58. A superior location for the building on the site provides for maximum utilization of the available land. A superior location provides two different entrances and exits from the site to two different thoroughfares. It provides automobile parking spaces to accommodate all of the faculty and staff and a number of additional spaces equivalent to 75% of the total student enrollment. Adjacent to the building and on the same acreage, there are three intramural athletic fields and one inter-scholastic athletic field (including a cinder tract).

59. This statement seeks a rating related to the aesthetic placement of the building on the site as viewed from any location outside of the building. A superior building is situated on a site so as to conform to the topology of the surrounding land surface and is landscaped with shrubs, bushes, trees and has a lawn.

60. In a superior school provisions made to illuminate areas used by students and staff is such that there are no shadows in work areas, hallways, or stairwells.

61. In a superior school the interior and exterior of the building are well maintained by the building and grounds staff. The exterior of the building is clean and maintained in a condition approaching its original state. In the interior of the building, walls and windows are always clean and free of any marks or stains; hallways and other floor areas are clear of paper and other trash.

62. A superior school provides 25 square feet of floor space per student in each classroom. A superior school has classrooms to provide spaces for all students at any given time of the day. The cafeteria and gymnasium are not used as study halls at any time. In a superior school, all rooms are not in use 100% of the time but rather are in use about 85% of the time. Other ratings:

100%-96%	- inferior	74- 0%
95%-93%	- below average	77-75%
92%-90%	- average	80-78%
89%-87%	- above average	83-81%
86%-84%	- superior	

63. In a superior school, teachers have immediate access to the materials and supplies they need sustain day-to-day operations. The items listed in the statement are located in a teachers supply store adjacent to the teacher workroom area and are available to them by simply completing a requisition slip. The requisition slip is used as a basis for reordering used up supplies.

64. This statement seeks a rating related to the over-all equipment and supplies needed for laboratory courses. A superior school will have everything that is needed. Because the resultant list would be extremely long, no attempt will be made to detail specifications for all the equipment and supplies applicable to this statement. The guide to be used in rating this statement is an "A" evaluation for the items on the Material Resource Component Report Form of the Principal Data Report Form that relate to this statement.

65. This statement seeks a rating related particularly to the safety of youngsters arriving and departing the school by bus. A superior school has a specific plan for arriving and departing buses. Traffic lanes and standing areas are clearly marked. Students disembark and board buses from a covered area adjacent to the school building.

66. The provisions to be rated in this item are commingled somewhat with the Human Resource Component. A superior school provides personnel to maintain the building in its cleanest and most healthful condition. It also provides all the equipment, materials and supplies required to maintain a clean and healthful environment. Here, as in item 64 above, no specifications will be given because the resultant list would be extremely long. The guide to be used is an "A" evaluation for the items on the Material Resource Component Report Forms of the Principal Data Report Form that relate to this statement.

67. A superior school has well lighted, clearly marked exits, with doors equipped with crash bars. No classroom is more than 75 feet from an outside exit.

68. The guide to be used to respond to this statement, with respect to a superior school, is an "A" evaluation for the items on the Material Resource Component Report Form of the Principal Data Report Form that relate to this statement.

69. In a superior school odors of all kinds are immediately removed from the building at their source of origin. Cooking odors from the home economics laboratory or from the cafeteria do not permeate the building. Similarly, chemical odors, shop odors, or odors from painting or cleaning do not permeate the building. The air is changed in the building once each hour.

70. The guide to be used to respond to this statement, with respect to a superior school, is an "A" evaluation for the items on the Material Resource Component Report Form of the Principal Data Report Form that relate to this statement.

A superior school is constructed so that there is no transference of sound from one room to another when doors are closed regardless of the intensity of the noise. Where there are no doors on the rooms, the rooms are carpeted and the walls and ceilings are treated with sound absorbing materials.

71. In a superior school, the music department, industrial arts department, and physical education facilities are housed in separate wings of the building separated from the academic wing(s) by the cafeteria or large air spaces.

72. In a superior school the building is designed and constructed of materials to enable it to utilize various types of instructional modes. There are movable partitions to make large rooms into small rooms and vice versa. Permanent walls can be readily removed to make large spaces or added to make small spaces. A superior school is constructed from modules which can be rearranged to meet particular program needs.

73. This statement seeks a rating related to the amount of materials and supplies used up by the various pieces of reproduction equipment owned and operated by the school. A superior school keeps a stock of paper, ink, acetate, duplicating fluids and cleaning fluids on hand at all times. Teachers always have a 24 hour turn-around on all duplicating requests.

74. This statement seeks a rating related to the kinds of equipment available at the school which do duplicating work. A superior school has at least one spirit duplicator, one mimeograph machine, one offset press (with capabilities of 11 x 17 inch sheet output), and a copier (with the capabilities of producing transparencies).

75. This statement seeks a rating related to the aesthetic qualities of the building's interior. A superior school has classrooms, hallways and other areas of the building painted various colors utilizing soft and subdued hues. The building materials utilized in the construction of the building includes wood, brick, stone, plaster, wall board, and plastic products. The fixtures of a superior school that we are concerned with is primarily furniture. All furniture is sturdy and free of mars, scratches or tears.

APPENDIX K

Section VI

TEACHER HANDBOOK

Community High School
Anytown, Indiana
1968 - 1969

THE EDUCATIONAL PHILOSOPHY OF COMMUNITY HIGH SCHOOL

Underlying the educational philosophy of Community High School is the recognition of the diverse cultural and ideological heritage of the patrons of the community in which it exists. Basic to the philosophy is the conviction that the individual is of infinite worth, and that his contributions to the democratic society in which he lives is of inestimable value. That the human mind can be educated, and that it must be educated if the individual is to be truly free, that men can rule themselves in an atmosphere of law and order, and that the benefits derived from cultural and natural resources belong to all men -- these tenets further enhance and strengthen the broad base upon which the philosophy is constructed. Community High School, then, as an educational agency of the state is envisioned as an impartial, non-partisan, non-sectarian, classless agency where all children may be accepted as they are and helped to realize their potentials.

Moreover, the school is seen to exist primarily for the education and guidance of all its students. The curriculum, teaching methods, organization and procedures must be individually oriented. The teaching and administrative personnel are most effective when their work most nearly achieves these objectives. The successful implementation of the educational program depends upon the cooperative efforts of all persons concerned: students, parents, patrons, administrators, and teachers.

Students are encouraged to participate in all phases of the life of the school, both curricular and co-curricular, and through experiences in democratic living, they are motivated to grow into functional, contributing, democratic citizenship.

Through counseling, observation, and testing, individual needs and abilities of the students are discovered, and attempts are made to create an atmosphere in which these needs may be met and these abilities may be developed.

Continuing efforts are made toward providing adequate and superior educational opportunities for the students, while at the same time emphasis is placed upon the social and moral responsibilities of citizenship in the community, the nation, and the universe.

OUR ADMINISTRATIVE PHILOSOPHY

It is the responsibility of the administration to organize the staff, services and procedures in such a way that the teachers can do their most effective teaching. It is our desire to develop such a rapport with the individual staff members that together we can create a wholesome environment conducive to the development of a sound and dynamic instructional program. The purpose for each of us is to provide for our youth today the education they need for tomorrow. The importance of every job can be realized when any one of us fails to perform. No matter how unimportant we may feel or how trival our task, no one service, no one department or no one individual is less important than another. We will strive continuously to use our administrative organization to assist the teachers in advancing our educational program.

OBJECTIVES

I. To provide opportunities for the development of skills such as manual, artistic, and mental, along with their judicious applications.

II. To recognize emotional needs and the adjustments needed to satisfy them and to provide an atmosphere in which the needs may be more nearly satisfied.

III. To teach the importance and value of:

  A. Health
  B. Sanitation
  C. Food-Nutrition
  D. Recreation

IV. To serve as a guide in formulating a set of personal values including:

  A. Morality
  B. Ethical character
  C. Integrity
  D. Philosophy of life
  E. Respect
  F. Self discipline

V. To recognize individual differences pertinent to the:

  A. Development of individuality
  C. Use of special abilities and talents

VI. To prepare students for a useful life in a democratic society which requires:

  A. A need to communicate
  B. An appreciation of our heritage
  C. Development of an inquisite mind
  D. Knowledge of personal finance and economy

VII. To provide opportunities for the development of cultural interests.

VIII. To work closely with the home and community.

IX. To evaluate continuously the educational program in the light of these objectives.

SECTION I

PROCEDURES
AND
RELATED INFORMATION

ACTIVITY BOOKS

Activity books are available both to faculty members and all high school students in grades 10--12. The price is $8.00 payable in full or $8.25 in installments. This activity book makes available to the owner all publications and most dramatic productions and athletic contests. These are purchased by more than 85 per cent of those eligible to buy.

ANNOUNCEMENTS (Students and Teachers)

There will be an announcement sheet sent around each day the second period. Have your announcements in the outer office before 8:00 A.M. This sheet will have the absence report listed, and teacher and student information. Make it a practice to read the student announcements to the class at the beginning of the third period. The announcement sheet helps to have all students and teachers informed as to what is going on in our school.

The announcements should be well written, specific, and of general interest to a great number of the members of our student body.

Whenever teachers will have students out of school for trips, they should inform the teachers the day before who the students are by the teacher announcement sheet.

The announcements will be posted on the bulletin boards in the outer office, teachers lounge and hall bulletin boards.

Students are not permitted to write announcements without the teacher or sponsors signed permission.

All announcements will be cleared by the assistant principal.

ASSIGNMENT TO STUDENTS

Be certain that students are informed of their assignments. Since we have the 55 minute period for instruction, it is recommended that part of the period be used for supervised study in academic courses.

BACCALAUREATE AND COMMENCEMENT

The baccalaureate and commencement exercises are for senior students who have progressively advanced through the twelve grades of school at a normal rate or who have only temporarily interrupted their education because of illness, injury or similar misfortune.

A married, divorced, or pregnant student, or students proven responsible for a birth out of wedlock will not participate in student activities including the baccalaureate and commencement services even though the student may receive a diploma.

BULLETIN BOARDS AND DISPLAY CASES

These devices can serve many useful and instructional purposes. They should be kept current and attractive.

CLASSROOM SUPERVISION

Each teacher shall be in class on time, ready for class and should not leave the classroom unless an emergency exists, and shall expect the same of every student.

The dismissal bell shall indicate the end of the period with the teacher terminating activities as soon as possible. The class will be dismissed by the teacher at the bell, or when the activities have ceased, whichever is later. It shall be the teacher's responsibility to maintain within the classroom the best possible climate for learning, such as controlling room temperature, lighting, ventilation, general atmosphere, and good discipline.

Many problems will be prevented if pupils will be seated upon entering the classroom. Do not permit pupils to gather at windows.

CLASS AND GROUP SUPERVISION IN SPECIAL AREAS

A. Auditorium - Teachers at all times should accompany their guidance groups to the auditorium and should remain with them during the program. A specific seat within the designated seating area should be assigned to each pupil.

B. Auido-Visual Education - When the auditorium is used for Aduio-Visual Education, each teacher should accompany his/her group to the area and should remain with it during the showing.

C. Corridor-Supervision is a responsibility of each teacher and should be exercised conscientiously during the school day. Teachers are requested to be outside their respective classroom doors at passing time to expedite the order and flow of corridor traffic.

Encourage pupils to walk - not run. Loafing, playing, pushing, whistling, and yelling have no place in good school conduct.

Teachers at all times accept responsibility for the behavior of their respective class and home room groups. The attitude of teachers toward their work and their punctuality and seriousness in their classroom procedures and in extra-curricular assignments will be reflected in the general attitude and behavior of pupils.

CO-CURRICULUM ACTIVITIES

Co-Curricular activities in the modern high school are an important part of the learning process. These activities may or may not take place during the school day. Teachers are assigned to various sponsorships as a part of their school job. We attempt to make assignments which coincide with the interest of the teacher. As a matter of keeping the administration informed of all activities, all co-curricular sponsors are to provide the assistant principal with a copy of the minutes of all meetings no later than the day following the meeting.

A. Calendar and School Activity Calendar -- All co-curricular activities should be approved at least one week in advance of the activity date, by the assistant principal before they are posted on the School Activity Calendar. Once posted these become official school activities.

The calendar of School and Co-Curricular Activities is posted in the assistant principal's office. By carefully checking the Calendar, overlapping of the use of facilities, equipment, and personnel will be avoided. The place date and time of meeting should be listed.

B. Dues -- The sponsor of the activity should see to it that the dues of the organization are set according to the costs which they are to cover. He should also have this included in the constitution in such a way that it may be altered according to changing needs of the group.

C. Student Participation - A student must be in school at least the day of the activity he is to participate in that evening or night, or the last day preceeding the activity if the activity is on a week-end or vacation day. Individual problems will be handled on their merits by the sponsor or teacher and assistant principal.

D. Use of Facilities - No student is to be given permission to remain in the building or on the school ground unless he or she is with a group supervised by a teacher or some adult authorized by the school administration who is in charge of the student or students.

COMMENCEMENT -- (See BACCALAUREATE)

COMMUNICATION TO PARENTS

Any written communications sent from the teacher to the parents must be approved by the principal, before it is sent to the parent. It is important to make certain all communications are well written and reflect you and your school positively. You are to sign all messages sent to the parents.

DISCIPLINE AND ROUTING

The purpose of discipline at Community High School is to lead youth to develop a wholesome system of values and the capacity and will for self-direction in conduct. It is the responsibility of the entire staff to direct students in fulfilling these purposes.

Teachers should be alert to anticipate potential problems among students and work closely with the guidance department and deans to alleviate the problems. Students should be referred to counselors when possible to prevent problems and sent to the deans if the problem has become a discipline problem.

If it becomes necessary to dismiss a student from your class, send him with a pass to the deans office. Then as soon as possible, the dean will make arrangements for someone to relieve you so that the two of you may discuss the problem. The decision on how best to handle the problem will be determined by the teacher in charge and the dean, and/or assistant principal.

Teachers are not to dismiss a student permanently from class without first discussing the problems with the assistant principal. Corporal punishment, suspension and expulsion will be administered by the deans or principals.

DRIVES AND CONTRIBUTIONS

Teaching Staff -- It has been the policy of our school that all civic drives for donations which effect the teaching personnel are to be conducted by the Community Education Association, with the building representatives of the organizations taking care of the details in the respective buildings. All such contributions are to be entirely voluntary.

Student Body -- Any individual or group desiring to sell or advertise any article, or worthwhile project must obtain permission from the Superintendent of Schools before entering any school grounds or building for such purposes.

Fund Raising Projects Within the School -- Fund raising projects that involve students canvassing the general public on a selling basis have been limited to one -- the Junior Class magazine sale. All sources of receipts and expenditures for curricular activities must be approved by the principal, co-curricular activities by the assistant principal, and athletic activities by the Athletic Director.

FIELD TRIPS

Field trips of an educational nature may be taken by classes or clubs when arrangements are made in advance by the teachers with the principal. Special encouragement is given to school personnel to become more aware of field trip opportunities, in the immediate area and to give consideration to their use. Steps and guidelines to follow in planning a field trip:

1. Discuss the nature of the field trip with the principal and have it approved prior to any discussion with the students.
2. Check the activity calendar to see that there are no conflicts of time and date.
3. Get permission from the place to be visited.
4. Sent "Parent Permission" forms home with each student. (Must have one for each field trip.) The teacher should send a note home, also, explaining the nature of the trip, what is expected to be accomplished, how the field trip will be used in the teaching of the particular subject. The parent must sign for his or her child to go on the trip.
5. One week in advance of the field trip, you are to notify the teachers in writing which students will be absent and which periods they will miss.
6. In some instances, some students may have restrictions on his participating in some types of activities. As soon as possible after the field trip has been approved by the principal, the sponsor is to provide the deans with a list of students going on the field trip. The deans will inform the sponsor if any restrictions effect any of the students.
7. Before leaving on a field trip, be certain the students know what you expect of them in the way of conduct - they are representing Community High School.
8. Make good follow-up of your visit.
9. Student trip insurance must be taken out for the students. The form is obtainable from Mrs. Finney and must be completed 24 hours before starting the trip.
10. The expenses including student trip insurance must be borne by the students or club and must be approved by the principal.

11. School buses can be used only between 8:30 A.M. and 3:00 P.M. or after 5:00 P.M. during school days. Any trip which, due to the distance involved, cannot be made in this time interval should be planned for a Saturday, or other non-school day, or use public passenger transit. When possible, school buses should be used due to the reduced expense.

12. Clubs are not permitted trips on days when school is in session. Class related field trips are permitted during school time.

13. A chaperon should accompany approximately each 30 students.

14. Students shall have returned by approximately 10:30 P.M. if the next day is a school day.

15. Overnight field trips are not permitted.

FINANCIAL MATTERS OF ACTIVITY FUNDS (CARING FOR)

A. Obligating your activity fund:
   1. All commitments to your activity fund should have the approval of the assistant principal.
   2. All commitments should have been estimated in your budget.

B. Receipting money to the School Treasurer
   1. Wrap all change when there is enough to make a roll. These wrappers may be obtained from the school treasurer.
   2. Fill out completely the deposit slip. These slips may be obtained from the school treasurer.
   3. Bring the money to the school treasurer and count the money with her.
   4. The school treasurer will give you a receipt and credit your fund with the money.

C. Procedure for paying your activity's bills
   1. Obtain a purchase order (Form SA-1) from the school treasurer. Complete the form, sign it, get the assistant principal's signature and return to the school treasurer along with the bill to be paid.
   2. The check will be written for the bill by the treasurer and signed by the principal and given to you or mailed from the office depending on the situation.
   3. All obligations of the school's activities are to be cared for by check.

D. General Information

1. Each sponsor should keep books for the fund you sponsor and check the balance regularly with the school treasurer.
2. Always give receipts for payment or partial payment to students for items purchased or to be purchased. The school treasurer has receipts in the office.
3. When you send money to the office have the deposit form completed. The students are to count the money with the school treasurer.
4. For your protection turn your money in daily. Do not hide money, keep it in your desk, etc., the school may be burglarized and your money taken. Have your money turned in by 1:30.
5. When you need change for a night activity, have your requisite in the office by 1:30 stating the amount and kind of change needed. When you need change for a day time activity, have your requisite in the office by 1:30 the preceding day.

GRADE BOOK

The grade book is an official record of pupil progress. Keep it neatly and accurately. It would be best to not enter names of students until after the enrollment stabilizes (about two weeks).

GRADING SCALE

A = 95-100; B = 88-94; C = 81-87; D = 75-80;
F = 74 & below

The "A" student does outstanding work. Is neat, accurate, and thorough. Faithfully completes regularly assigned work promptly in a superior manner and often completes projects beyond assigned work (makes up all work missed without being reminded - in most cases requires minimum amoung of help.) Contributes regularly to class activities.

The "B" student -- does good work - is neat and usually accurate -- faithfully completes regularly assigned work in a satisfactory manner and makes up work missed without being reminded - usually contributes something of value in class activities -- (does well on tests.)

The "C" student -- does average work - contributes to class discussions, but not always to the point - does regularly assigned work reasonably well - may need an average amount of supervision - eventually makes up work missed, but usually has to be reminded to do so - does average work on tests.

The "D" student - does below average work - may do regularly assigned work, but in an inferior manner - needs much supervision - seldom makes up work missed - does below average work on tests. Contributes very little to class activities.

The "F" student - does failing work - contributes practically nothing to class activities - seldom does assignments satisfactorily - fails to make up work that has been missed - does very poor work on tests.

The final grade assigned a student for a grading period or semester is based on many factors. Some of these factors are the student's knowledge of the subject, his performance, participation, attitudes and presence in class. When a per cent is taken from a student's final grade, it is done so with the belief that a student is not performing according to satisfactory standards, is not participating as he should, has negative attitudes affecting other class members, has not had an approved excuse for being absent or a combination of these factors.

The deans, prior to the final day of the grading period have the responsibility of informing the teachers of students who have penalties to be assessed against them.

MAIL BOXES

The mail boxes are located in the teachers lounge.

Please do not ask students to leave materials in your mail box. If it is necessary for a student to leave materials for you, they should be left with the secretary who will then place the material in your mail box for you.

NEWS RELEASES

Many times misunderstanding and criticism develops because of a poorly informed populace. It isn't uncommon for us to get so involved in our work and the day-to-day routine that we fail to realize many people in our school community may not be informed of our department. I hope that each department will plan to care for some major news release sometime during the coming school year. This serves to inform others and is a source of great pride for you, your students, our school and the community.

All publicity pertaining to school activities must be cleared through the principal's office by presenting a copy of the intended news release or posters to the principal at least twenty-four hours before distribution.

PASSES (Pass Procedures)

Anytime a student is out of an assigned area, he must have a pass. Do not allow students to come into your room during a class period without a properly filled out pass.

After the pass has been used, the teacher is to collect the pass and at the beginning of the following period, place the used passes on the hook outside your classroom door along with the absentee report.

If you want a student passed from study hall, give him a pass before the period begins. Teachers should not allow students to go from class or study hall to get a pass. Do not ask the students to be passed out of study hall if they are having trouble "keeping up" in their studies.

Students are not to be sent on errands or permitted to leave school by a teacher. If a student is to be excused to leave school, he must have an early dismissal pass signed by the appropriate dean. Then the student is to report to the dean's office and sign out. When the student returns, he is to check back with the dean before going to class.

If a teacher detains a student long enough to cause him to be tardy to his next class, he should write the student a pass to that class.

SCHOOL SECRETARY

The school secretary is responsible to the principal. Teachers should not ask her to do work for them.

SCHOOL TREASURER AND ACTIVITY FUND

At the end of each school year an account is filed by the school treasurer. This report is filed with the principal, the Superintendent and is made available for regular audit by a member of the State.

SEMESTER EXAMINATIONS

When semester examinations are required, the examination grade is not to be valued more than 25% of the final semester grade.

STUDENT ATTITUDES

A wholesome academic and social rapport is essential to an efficient school. This rapport can be cultivated with the development of proper attitudes on the part of the student toward the school. The proper attitudes can be stimulated by the teacher by:

1. Exhibiting a friendly, cheerful attitude.
2. Practicing fairness at all times.
3. Being firm and just in relations with students.
4. By not humiliating a student.
5. Being democratic whenever possible in classroom decisions.
6. Noting behavioral deviations which could be triggered into problems and dealing with them promptly. (Attempt to prevent rather than relying on a cure.)
7. Attempting to handle his own disciplinary situations thereby teaching self-reliance.
8. Referring problems which cannot be dealt with properly within the classroom to the proper office.
9. Requiring sutiable titles to be used by students when addressing teachers and by teachers when speaking to or of another teacher in the presence of students.
10. Demanding, if need be, respect for the position of an educator and elder.
11. Not taking advantage of position to require students to perform other than reasonable tasks.

STUDY HALLS

The study hall teacher, for the sake of speed and efficiency, shall have a complete seating chart and an alphabetical list of all students with their seat numbers. No student is to be permanently removed from Study Hall without clearance from the Counselor's office. Students are to use the Study Hall for a WORK PERIOD. They should:

1. Be in their seats when the bell rings.
2. Refrain from visiting.
3. Begin work at once.
4. Bring enough work daily to keep busy all period.

Library Passes: The librarian will cooperate with teachers by advising them when a student is not making good use of his time in the library. Passes then may be refused for a time or permanently. The Study Hall teacher may use his discretion and limit the passes issued to students occasionally, if the situation seems to warrant.

PROCEDURE FOR REQUISITIONING SUPPLIES AND EQUIPMENT

Teachers wanting to requisition equipment and/or supplies should get pink and yellow requisition forms from your department head, complete and return the pink copy to the department head. Each department head will consolidate the orders on three white copies to be given to the principal for his signature. One copy will be returned after the principal has approved the requisition, one copy will be kept in the principals office and the original will be sent to the Administration Office.

FINANCING STUDENT ACTIVITIES

In accordance with school board policy, fund raising projects that involve students canvassing the general public on a selling basis have been limited to one -- the Junior Class magazine sale. Activities sponsors in planning the years budget should consider the following in terms of sources of revenue available:

1. Individual activities balance on hand.
2. Fund raising projects, other than selling that have previous approval or may be granted future approval.
3. Income from dues.
4. Activities Fund.

In regard to the Activities Fund -- an account has been established from which various organizations may seek minor financial assistance. The purpose of this fund is to assist groups in carrying out functions that are vital to its membership -- it is not intended for use in the financing of service projects. Questions concerning the fund and requests for aid should be directed to the assistant principal. The assistant principal and the activity committee will pass in the request.

Sponsors of the various activities will receive monthly financial statements from the school treasurer showing the current balance. The date of the report should be noted in case additional checks have been written but have not as yet been posted.

TEACHERS' SALARY SCHEDULE

Effective January 1, 1968
Community School Corporation

	Column 1		Column 2		Column 3		Column 4		
	UNDER 4 YEARS		DEGREE AB OR BS		5 YEARS OR MA/MS DEGREE		MA/MS DEGREE PLUS 30 HOURS		
	1967	1968	1967	1968	1967	1968	1967	1968	
0	4151		5535	6000	5867	6360	6089	6600	0
1	4359		5743	6225	6075	6585	6297	6885	1
2	4566		5950	6450	6282	6810	6504	7110	2
3	4774		6158	6675	6490	7035	6712	7335	3
4	4982		6365	6900	6697	7260	6919	7560	4
5	5190		6573	7125	6905	7485	7127	7785	5
6	5397		6780	7350	7112	7710	7334	8010	6
7	5605		6988	7575	7321	7935	7542	8235	7
8	5812		7196	7800	7528	8160	7749	8460	8
9	6020		7404	8025	7736	8385	7957	8685	9
10	6227	6300	7611	8250	7943	8610	8164	9000	10
11				8400	8151		8372		11
12					8358		8579		12
13							8787		13
14							8994		14
15			7819		8566	9000	9202	9300	15
20			8026		8773	9600	9410	9900	20
25					8981	10300	9618	10800	25
30					9188		9825		30

INDEX FOR TEACHERS WITH LESS THAN 4 YEARS TRAINING WILL BE .35 LESS THAN THEIR RESPECTIVE POSITIONS IN COLUMN 1.

REGULATIONS GOVERNING THE ADMINISTRATION OF THE SALARY SCHEDULE

1. Military experience up to four (4) years may be granted in addition to credit in other schools.
2. The Board of School Trustees reserves the right to compensate (above the schedule of pay) teachers who are assigned additional or special duties. The compensation may be a lightened teaching load or an amount added to the regular salary schedule.

3. Teachers who carry Blue Cross-Blue Shield insurance will have up to five dollars ($5.00) per month of the premium paid by the School Corporation.
4. All credit for training and experience must be filed with, and approved by, the Superintendent of Schools. If credit for additional training is to be accepted for salary purposes, an official transcript of such training must be filed in the Superintendent's office prior to the first day of school.
5. Of the thirty (30) additional hours required in Column 4, at least eighteen (18) hours must be graduate credit.
6. A teacher who has earned three (3) or more semester hours of approved credit on a college or university campus, between September 1 and August 31, and who teaches in the Community Schools the following year, will have $100 added to his/her salary. This $100 or $50 (not both will be paid during the first full week of September. All work taken for this purpose must be approved by the Superintendent of Schools prior to the beginning of the work, except for those teachers new to the Community Schools.
7. This schedule contemplates a full day's work in teaching or other assigned duties. Teachers may be assigned extra-curricular work and other responsibilities in addition to the regular teaching program.
8. According to State law each teacher employed in the public schools of Indiana shall be entitled to at least two (2) days for the transaction of personal business and/or the conduct of personal or civic affairs during each year of such employment. A written statement shall be submitted to the Superintendent of Schools, setting forth the reason and necessity which shall be the cause of such absence, prior to the requested absence period.
9. A teacher, supervisor, administrator, or other school employee, who retires after reaching retirement age, and who has completed twenty (20) or more years of service in the Community Schools, shall have included in his last contract a sum equal to one (1) day of pay for each year of service to the Community School Corporation. The amount paid will be based upon the individual employee's salary which is current at the time of his/her retirement, and will be paid to the employee at the time he/she receives his/her last salary check.

10. In agreement with State law, time off for death in the immediate family will be allowed up to five (5) days, including Saturdays, Sundays, and holidays, for all employees of the school system, subject to the prior notice of the Superintendent of Schools.

11. In compliance with State law, ten (10) days sick leave will be allowed for the first year of service in the Community Schools, and seven (7) days in each subsequent year, cumulative to ninety (90) days. Credit for sick leave carried from another school system will be granted as per State law.

12. Teachers will receive salary checks on the 20th of each month, or on the nearest school day to the 20th. Salaries are paid in twelve (12) installments, September to August, inclusive. Installments falling due in the calendar year of 1967 will be paid on the 1966-1967 salary schedule. All salaries are figured to the nearest dollar.

1967-1968 SCHOOL CALENDAR
COMMUNITY SCHOOL CORPORATION

MONTH	Mon	Tues	Wed	Thurs	Fri
August		0	0	31	
1967(1 day)					
September					1
1967	L	5	6	7	8
	11	12	13	14	15
(20 days)	18	19	20	21	22
	25	26	27	28	29
October	2	3	4	5	6
1967	9	10	11	12	13
	16	17	18	19	20
(20 days)	23	24	25	ISTA	ISTA
	30	31			
November			1	2	3
1967	6	7	8	9	10
	13	14	15	16	17
(20 days)	20	21	22	T	T
	27	28	29	30	
December					1
1967	4	5	6	7	8
	11	12	13	14	15
(16 days)	18	19	20	21	22
	C	C	C	C	C
January	C	2	3	4	5
1968	8	9	10	11	12
	15	16	17	18	19
(22 days)	22	23	24	25	26
	29	30	31		
February				1	2
1968	5	6	7	8	9
	12	13	14	15	16
(21 days)	19	20	21	22	23
	26	27	28	29	
March					1
1968	4	5	6	7	8
	11	12	13	14	15
(16 days)	18	19	20	21	22
	V	V	V	V	V
April	1	2	3	4	5
1968	8	9	10	11	12 (1/2 day)
	15	16	17	18	19
(Easter-14th)	22	23	24	25	26
(21 1/2days)	29	30			
May			1	2	3
1968	6	7	8	9	10
	13	14	15	16	17
(21 days)	20	21	22	23	24
	27	28	29		

1st SEMESTER 8-31-67 to 1-18-68, 90 days
2nd SEMESTER 1-19-68 to 5-29-68, 89 days
Total 179 days

TEACHERS ARE PAID FOR 185 DAYS - AS FOLLOWS:

1st SEMESTER	2nd SEMESTER
90 teaching days	88 1/2 teaching
2 Orientation	
1 Labor Day	
2 ISTA days	1/2 day-
1 Thanksgiving	Good Friday
96 days	89 days = 185

ELEMENTARY GRADING PERIODS

1st 9-weeks	8/31-11/3	44 days
2nd 9-weeks	11/6-1/18	46 days
	Total	90 days
3rd 9-weeks	1/19-3/22	46 days
4th 9-weeks	4/1 -5/29	43 days
	Total	89 days

SECONDARY GRADING PERIODS

1st 6-weeks	8/31-10/31	31 days
2nd 6-weeks	10/16-12/1	31 days
3rd 6-weeks	12/4-1/18	28 days
	Total	90 days
4th 6-weeks	1/19-3/1	31 days
5th 6-weeks	3/4-4/19	30 days
6th 6-weeks	4/22-5/29	28 days
	Total	89 days

CONFERENCES WEEK OF 11-6-67

REPORT CARDS issued on the Tuesday after end of grading period.

BACCALAUREATE May 26,68

APPENDIX K

Section VII

STUDENT HANDBOOK

Community High School
Anytown, Indiana
1968 - 1969

INTRODUCTION

Welcome to Community High School where we hope you take advantage of every educational opportunity that is offered. The faculty is here to serve you, but what you gain out of the time spent here depends to a great extent on your attitude and effort.

You will find this handbook a valuable aid as a source of information about Community High School. It should help each student to be well informed, to gain insight into what our school has to offer, and to know what is expected of each person enrolled.

This handbook has been prepared to enable you to become better acquainted with Community High School. It is not a set of printed rules, and regulations containing all necessary information, but should serve as a signpost to guide you in your high school life.

You and your parents are urged to read this book carefully in order to help prepare you for successful participation in the life and work of your high school. We wish you the very best of good fortune and success during your school career.

SECTION I

SCHOOL PROCEDURES
AND
GENERAL INFORMATION

SUPPLEMENT - This Dress Code replaces section on page four in Student Handbook relating to dress.

COMMUNITY HIGH SCHOOL DRESS CODE

Since the dress of an individual is indicative of his character and reflects on the student body as a whole, students are expected to wear appropriate attire, both during the regular school day and at school sponsored activities. There should be a desire for all students to dress appropriately to compliment themselves and their school.

Square cut, short-tailed shirts may be worn outside trousers, all others inside. Full length trousers with belts (unless design prohibits) are considered appropriate apparel. Socks, heels without plates, and trouser cuffs outside shoe tops are further appropriate dress patterns. Sweatshirts, plain or lettered with the name of a college, our high school, or the name of one of our school's clubs have the student council's approval for boys. Boys are expected to be clean shaven with neatly trimmed, clean, well-groomed hair that does not overhang the collar when a standing position is assumed. Neither should the hair overhang nor encumber the ears, and sideburns may extend no lower than the middle of the ear.

Either boys or girls with hair combed forward should not permit the hair to extend below the eyebrow.

Girls are expected to not wear shorts, slacks, or sweatshirts except as in physical education classes. Pant dresses are not appropriate dress.

Cullottes or culotte-dresses may be worn. They and all other dresses are expected to conform to moderate, currently conventional styles, not fads.

Senior cords - skirts or trousers - by tradition are the only painted clothing acceptable.

This dress code has been initiated by Student Council and accepted by the administrative body of Community High School. It is intended that it be followed during the entire calendar year.

STUDENT CODE OF ETHICS

As a student of Community High School, I must always remember that my actions bring credit or discredit not only to my family and myself, but also to my high school and community. With this in mind, I will hereby strive to uphold the following code of ethics:

1. I will develop a school loyalty and spirit.
2. I will do my best to further and better the condition of my school and community.
3. I will be honorable, trustworthy, and capable of accepting responsibility.
4. I will use all opportunities to receive an education that I may be better fitted to serve society.
5. I will take no unfair advantage of my classmates.
6. I will practice good citizenship.
7. I will work in order to promote the welfare of the school, community, and nation.
8. I will, at all times, maintain high standards of speech, sportsmanship, scholarship, and living.

Observance of these principles will help make me to become a part of Community High School, just as Community High School becomes a part of me.

SCHOOL PROCEDURES AND GENERAL INFORMATION

ABSENCES AND TARDY

If you will be absent, your parents should telephone the appropriate dean to report the absence. This call should be made as early as possible in the school day on the first day of absence. When you return after being absent, go to the appropriate dean's office and complete the "Admission Slip." This slip must be signed by the dean. As you go to each of your classes present the slip to your teacher for their signature and get your assignments. Your "Admission Slip" will be retained by the teacher who is last to sign and that teacher will return the slip to the dean's office.

ANNOUNCEMENTS

An announcement sheet is published each day and these announcements are read to the students at the beginning of the third period. These announcement sheets will also be posted in class rooms as well as on the bulletin boards in the main hall so that all persons msy be well informed.

Students are not permitted to write announcements unless they have the appropriate teacher, or sponsor's signature on the announcement.

Announcements that are to be included in the daily bulletin should be taken to the outer office, Room 111, prior to 8:00 A.M. of the day in which you want the announcement to appear.

ARRIVAL

Upon arriving at school in the morning, students may enter the building but must remain at the entrance areas until a bell is rung at 8:20 at which time they must go to their lockers and on to their first period class. The only exceptions to the above will be those students who:

1. Have been asked to come early by a member of the staff.
2. Are attending a called meeting prior to the start of school.
3. Have been absent and must report to the Dean's office for an admission slip.
4. Wish to go to the Book Store (Room 15).

It will prove beneficial to all if students plan and follow an 8:20 arrival time.

BOOK RENTAL

Our school maintains a self-supporting book rental service whereby students may obtain their text books by payment of a rental fee. This rental fee is collected at the beginning of the school year. Additional charges may be made for shop fees, lab fees, supplementary books, etc.

SCHOOL PROCEDURES AND GENERAL INFORMATION

CAFETERIA

Students may buy the regular "Type A" lunch as in the past for 40¢ daily, or go through the "Ala Carte" line and buy only those items you desire. The line on the west side of the cafeteria will be the line for those wanting the "Ala Carte" lunch and the line of the east side of the cafeteria will serve the regular lunch.

Students will eat in one of three different shifts during the fourth period. Students who eat during the first shift should go directly to the cafeteria following the third period. Bells will be used to inform other students as to their departure for cafeteria and return to class. Students will be informed by their fourth period teacher as to which shift that class will use for lunch.

Students who do not plan to eat in the cafeteria may go to their lockers to obtain clothing as the weather dictates. During the lunch period, all students are to be in the cafeteria or outside of the school building. The only exceptions will be those students who plan to use the Book Store (Room 15) and students with library passes. Students are reminded that there will be no loitering, running, or loud talking during these passing periods.

DISMISSAL

Students that need to leave school during the day are to get an "early dismissal" pass from the appropriate dean in the morning prior to the start of school and to sign out in the dean's office at the time of departure.

DRESS

Since the dress of an individual is indicative of his character and reflects on the student body as a whole, students are expected to wear appropriate attire, both during the regular school day and at school sponsored activities. There should be a desire for all students to dress appropriately to compliment themselves and their school.

Boys should wear shirts with tails tucked in unless the shirt tails are short and square cut, full length trousers without the pant legs tucked inside shoe tops, a belt if trousers are so designed, and other appropriate clothing. Metal heelcaps on shoes are forbidden. Hair must be neatly trimmed and well groomed.

Girls are not to wear shorts or slacks unless as a part of a regular class dress, as in physical education.

FIRE DRILLS

Directions for leaving the building during a fire or fire drill are posted in each classroom. Students are requested to become aware of these directions. During a fire drill, students are to follow the directions for the room in which they are and to go quickly and quietly to the appointed exit and area.

LIBRARY

One of the most important rooms in the school is the library. You may obtain a student handbook explaining the materials available and the regulations governing the use of the library from the head librarian.

LOCKS AND LOCKERS

Lockers are located in the halls on all three floor levels. At the beginning of the school year, students are assigned a locker by the deans and the number of the locker is indicated on the class schedule card. It is the students responsibility to keep his locker neat and clean at all times. Locks may be purchased from the deans.

LOST AND FOUND

Lost articles that are found should be taken to the Dean of Boys Office, Room 117.

NURSE

Students who become ill during the school day should obtain a pass from their teacher and go directly to the Nurse's Office.

PASSES

No student will be allowed outside a classroom or study hall unless he has a pass in his possession. Passes may be obtained only from the appropriate persons. Passes must be obtained prior to the time they are to be used. Do not ask a teacher to be excused so that you can go get a pass from another teacher.

PHONE

If you must make a phone call during your time at school, the phone in the hall on the first floor may be used. You cannot make long distance calls on this phone nor have a party return a call to you.

SMOKING

Students are not allowed to smoke on school grounds or the adjacent sidewalks.

VISITORS

Visitation by friends of members of Community High School is to be discouraged, since experience has shown it to be a distracting factor to all concerned. Visitors will be permitted in the school corridors and classrooms during the school day only after obtaining permission from the office. Such visitors shall conduct themselves in accordance with existing rules and policies of the school.

WITHDRAWING

Should you withdraw from school, check first with the Guidance Office for the proper procedure.

SPECIAL STUDENTS

Students will be classified as special students if:

1. They have previously withdrawn from school for an extended period of time and are more than one year behind their original class.
2. They are married, divorced or are parents.
3. They are assigned this classification by the principal for cause.
4. They are attending high school for the fifth consecutive year.

The following will apply to students classified as special students:

1. Special students will not be classified as a participating member of any class.
2. Special students will not participate in extra-curricular activities such as class parties, proms, class trips, plays, athletic contests, pep sessions and public programs. (There may be a few exceptions to the above statements.)
3. Special students may attend school sponsered activities only if they are open to the public and adult admission prices.
4. Special students will not participate in baccalaureate or commencement.

5. Dismissal: The following items will be considered sufficient reasons for dismissal from school by the principal:
    a. Failure to maintain satisfactory progress during any grading period as determined by the principal and teachers involved.
    b. Failure to attend classes regularly.
    c. Excessive tardiness to classes.
    d. Improper attitude, behavior or dress.

SPECIAL AWARDS, RECOGNITION, AND SCHOLARSHIPS

RECOGNITION DAY

A special convocation is held annually during the last few days of the school year for the purpose of presenting numerous awards to deserving students. Many school clubs, civic organizations, individuals and businesses participate. Members of school clubs should become aware of the awards possible within their clubs.

Awards presented normally on Recognition Day, besides the various school club awards are listed below:

Hoosier Girls State

Three delegates and three alternates are chosed from outstanding junior girls to attend the annual summer citizenship conference. The awards are sponsored by the American Legion, the Tri Kappa Sorority, and the Elks Lodge.

Hoosier Boys State

Three delegates and three alternates are chosen from outstanding junior boys to attend the annual summer citizenship conference. The awards are sponsored by the American Legion and the High School Key Club.

Rockwell Standard Award

Approximately $400 in shop tools are presented to the outstanding senior boy majoring in Industrial Arts. This award is sponsored by the local division of Rockwell Standard Corporation.

Student Council Citizenship Awards

Each year the student council honors the outstanding senior boy and senior girl school citizens by posting their names on a plaque in the main hallway.

Stephens Awards

Three cash awards are presented to an outstanding senior boy citizen, an outstanding senior girl citizen and a senior who intends to become a teacher. The awards are sponsored by Miss _____ Stephens, a retired school teacher.

SENIOR AWARDS AND SCHOLARSHIPS

In addition to the recognition and scholarships originating from universities and colleges, several individuals, businesses and clubs provide many valuable awards and scholarships. The following list includes many of the present awards and scholarships.

Nina Ballard Memorial Award

A cash award presented to a senior girl who will enroll in the college of her choice.

Neva Memorial Award

The Senior Class of 1966 established a trust fund, the annual profits to be used as a scholarship for a senior boy or girl who will enroll in a school requiring less than four years training. The award was named in honor of the late Miss Neva , French teacher at Community High School.

P.T.A. Council Scholarship

A scholarship presented annually to a student who intends to become an elementary school teacher.

Book Award by the American Association of University Women

This cash award is presented to a senior girl to partially pay for her first year's books at the college of her choice.

County Home Demonstration Club Award

A cash award presented to the senior girl who has been outstanding in the field of Home Economics.

40 & 8 Nursing Scholarship

One or two scholarships awarded each year to students who intend to enter the field of Nursing.

Veterans of Foreign Wars Scholarship

A scholarship awarded to a deserving senior boy who will enter college in the fall.

Kiwanis Club Scholarship

One or two scholarships awarded to senior boys who plan to attend the college of their choice.

Community Education Association Scholarship

A scholarship awarded to a senior planning to enter the teaching profession.

United Steel Workers, Local , Scholarship

A scholarship awarded to the son or daughter of a member of the local United Steel Workers Union.

Rotary Club Scholarship

A four year college scholarship presented to a senior boy, ranking in the upper one fourth of his class.

Tri Kappa Sorority Scholarship Gift

This scholarship is presented to a senior girl who will enter a four year college in the fall.

Lorena College Aid Award

This cash award, named for its donor, is presented to a worthy senior boy or girl who shows definite promise of earning a four-year college degree.

County Cancer Detection Clinic Scholarship

A four year scholarship awarded to a student who plans to enter the field of Medical Technology.

County Society for Crippled Children and Adults Scholarship

This scholarship is made available to a senior who plans to enter the fields of Speech and Hearing Therapy of Special Education of the Mentally Retarded and Crippled.

Stanton Memorial Scholarship

A college scholarship presented by the Local Eagles Lodge to a senior boy.

County Medical Auxiliary

A scholarship presented to a senior girl entering the field of Nursing. This award may or may not be presented each year.

Don Award

This medal award is presented to a senior member of the basketball team showing outstanding mental attitude to his team, school, and community.

John Memorial Award

This trophy award is presented to a senior boy who has ranked high in athletic ability and who has maintained high standards of character, scholarship, and citizenship.

Elks Scholarship

A large four-year college scholarship awarded to an outstanding and worthy senior boy.

Mary Higgins Awards

Two cash awards are presented to the two seniors ranking high in scholarship and leadership and presented in memory of the donor.

Valedictorian and Salutatorian Awards

Medals are presented to the first and second ranking students in the senior class.

PLANNING YOUR CURRICULAR PROGRAM

This section of the handbook has been prepared to give needed information about course offerings, state and local required courses, graduation requirements, and descriptions of courses offered at the Community High School.

A wide variety of courses is provided so that each student entering the high school will have the opportunity to select the program of studies that will best meet his individual abilities, interests and future plans.

The faculty, administration, and guidance department are available to help each student plan his school program. Beginning in the junior high school, the guidance department holds a number of group and individual conferences to help students make wise choices.

PROGRAM PLANNING

How to begin -----

This is a glossary of terms that each student should know in planning his school program.

CURRICULUM	A curriculum is a group of courses arranged in a particular sequence which gives the student the best possible preparation in an over-all field of study.
REQUIRED SUBJECT	A required subject is one required by law or by the policy of the school for graduation.
ELECTIVE SUBJECT	An elective subject is one selected by the student. It counts toward graduation but is not required.
CREDIT	A credit is value recorded for having successfully completed one semester of high school work. Two credits equal one unit.
MAJOR	A major is three units (six credits) in the same field, such as English.
MINOR	A minor is two units (four credits) in the same field, such as social studies.

Each student should note that in order to graduate from Community High School, he must plan and successfully pass at least two majors and two minors in the various curriculum offerings and earn 33 credits.

Remember: It is better to take a subject for which you may not now see the need than to need the subject at a later date and not have taken it.

SECTION II

CURRICULAR INFORMATION

BASIC CURRICULUM REQUIREMENTS

Each student is expected to carry a minimum of four subjects each semester. Those of you who are interested and capable are encouraged to take five solid subjects.

Colleges have different entrance requirements; therefore, a student desiring to go on to college after high school graduation should study college bulletins in addition to consulting with the counselors. The courses underlined below must be taken and those that have an * by them are highly recommended for all colleges and required by others. A student should plan the high school course that will satisfy the entrance requirements for the college selected.

The future plans and wishes of a student may change before graduation. If and when this occurs, the student should consult his counselor.

Program for College Bound Students:

GRADE 9

- English
- Biology
- Algebra
- Physical Education
- *Ancient World History and/or
- *Foreign Language

GRADE 10

- English
- *Modern World History
- Plane Geometry
- *Foreign Language
- *Science
- Physical Education

GRADE 11

- English
- U.S. History
- *Science
- *Foreign Language
- *Solid Geometry (1 semester)
- *Algebra (2nd year)

GRADE 12

- English
- Civics (1 semester);
- Philosophy, International Relations, Sociology, Economics or Psychology (1 semester)
- Health and Safety (1 semester)
- *Speech
- *Science

- *College Algebra (1 semester)
- *Trigonometry (2nd semester)

__________Must take

*Highly recommended

Program for Non-College Bound Students:

Students who wish to meet all requirements for graduation from high school, but do not expect to enter college will wish to note the following basic course requirements.

GRADE 9

English
Biology
Algebra or
Arithmetic
Physical Education
*Note

GRADE 10

English
Physical Education
**Note

GRADE 11

English
U.S. History
***Note

GRADE 12

Civics (1 semester)
Philosophy, International Relations, Sociology, Ecomonics or Psychology (1 semester)
Health & Safety (1 semester)
***Note

*Two or more electives from Business Education, Industrial Arts, Home Economics or Fine Arts. (1 or 2 each semester)

**Six or more electives from the curriculum areas of the students choosing. (at least 3 each semester)

***Four or more electives from the curriculum areas of the student's choosing. (at least 2 each semester)

****Five or more electives from the curriculum area of the student's choosing. (at least 2 one semester, 3 the other)

The following is a list of the courses offered in grades 9-12 arranged by departments:

LANGUAGE ARTS

English	I
*Literature	II
English	III
Literature	IV
English	V
Literature	VI
English	VII
Literature	VIII
English	X
Speech	I
Speech	II
Dramatics	I
Journalism	I
Journalism	II
**French	I
**French	II
French	III
French	IV
French	V
French	VI
German	I
German	II
German	III
German	IV
German	V
German	VI
Latin	I
Latin	II
Latin	III
Latin	IV
Latin	V
Latin	VI
**Spanish	I
**Spanish	II
Spanish	III
Spanish	IV
Spanish	V
Spanish	VI

SOCIAL STUDIES

*Ancient World History	I
*Ancient World History	II
Modern World History	III
Modern World History	IV
U.S. History	I
U.S. History	II
Civics	
Sociology	
Economics	
International Relations	
Psychology	
Philosophy	

MATHEMATICS

*Arithmetic	I
*Arithmetic	II
Arithmetic	III
Arithmetic	IV
**Algebra	I
**Algebra	II
Algebra	III
Algebra	IV
Plane Geometry	I
Plane Geometry	II
Solid Geometry	III
College Algebra	
Trigonometry	
Analytic Geometry	

SCIENCE

*Biology	I
*Biology	II
Physics	I
Physics	II
Physics	III
Chemistry	I
Chemistry	II
Chemistry	III

INDUSTRIAL ARTS

*General Shop	I
*General Shop	II
Woodshop	I
Woodshop	II
Woodshop	III
Woodshop	IV
Woodshop	V
Woodshop	VI
Machine Shop	I
Machine Shop	II
Machine Shop	III
Machine Shop	IV
Machine Shop	V
Machine Shop	VI
Mechanical Drawing	I
Mechanical Drawing	II
Mechanical Drawing	III
Mechanical Drawing	IV
Mechanical Drawing	V
Mechanical Drawing	VI
Printing	I
Printing	II
Printing	III
Printing	IV
Printing	V
Printing	VI
Building Trades	

HOME ECONOMICS

*General Home Ec	I
*General Home Ec	II
Clothing	I
Clothing	II
Clothing	III
Clothing	IV
Foods	I
Foods	II
Senior Foods	
Meal Planning	
Home Management	
Home Nursing	

BUSINESS EDUCATION

**General Business	I
**General Business	II
Bookkeeping	I
Bookkeeping	II
Bookkeeping	III
Bookkeeping	IV
Shorthand	I
Shorthand	II
Shorthand	III
Typing	I
Typing	II
Typing	III
Business English	
Business Law	
Secretarial Training	
Stenographic Training	
Office Practice	
Clerical Practice	
Salesmanship	
Merchandising	
Marketing	I
Marketing	II
Distributive Education	

FINE ARTS

Art	I
Art	II
Art	III
Art	IV
Art	V
Art	VI

Music Appreciation
Harmony & Theory
**Band
**Choir

PHYSICAL EDUCATION

**Boys Physical Education
**Girls Physical Education

Health & Safety
Drivers Training

*Offered in Junior High Only
**Offered by both Junior High and High School
All other courses are offered only at the High School

Description of Course Content

LANGUAGE ARTS

English I

A general grammar course designed to cover all the basic elements of the simple sentence, case, person, number, gender, etc. Diagraming and paragraph writing are emphasized. Prerequisite -- None.

Literature II

This course is a general survey of the different types of literature: short stories, poetry, biographies, nonfiction articles, plays, plus novels. Prerequisite -- None.

English III

A comprehensive study of the construction and punctuation of all kinds of sentences possible in the language. Considerable writing using all construction studies is required. Prerequisite -- English I.

Literature IV

This course is designed to give the student an appreciation of some of the great authors and their works. In addition the student studies writing techniques, vocabulary, and literary terms. Prerequisite -- Literature II.

English V

This course gives a complete review of English grammar. Paragraph development in themes is stressed; word study is continued, and development of style in writing is encouraged. Speech work and a research paper may be assigned. Prerequisite -- English III.

Literature VI

A survey of American literature beginning with the Colonial American period and ending approximately with the 1920 Americas. The students survey the authors, their writings, and the historical periods of the author's day. Prerequisite -- Literature IV.

English VII College Bound

This course is intended primarily to give a final review of English usage for seniors planning to go to college. Much emphasis is placed on the elimination of gross errors in writing English, and as much practice as possible is given to writing. Prerequisite -- English V.

Literature VIII College Bound

A study of English literature from the Anglo-Saxon age to the twentieth century, emphasizing the growth of the English language, the coming into being of the various types of literature, and a close study of outstanding English authors. Prerequisite -- Literature VI.

English X

An advanced composition course for college-bound seniors who have earned excellent grades in English. A college placement workbook is used for quick review, models for writing are read and analyzed, and one theme each week is required. This course replaced English VII.

Speech I

The student studies basic fundamentals of speech construction, outlining, and delivery. International Phonic Alphabet and regional American pronunciations are taught. Extemporaneous, informational, stimulating, persuasive, and demonstration speeches are given by the students. A ten minute final speech of the student's choice is required. Prerequisite -- None.

Speech II

Personal development is stressed. Lectures on logic and fallacies are given. Students participate in the Oregon styles cross examination debates, extemporaneous speaking and direct class debates in connection with group discussion. Prerequisite -- Speech I.

Dramatics I

The student studies the history of drama, stagecraft and scene design (color, lighting, etc.) costuming, make-up, and a one act play. The second six weeks is spent in building the set for the Senior Play.

Journalism I and II

Journalism is a year course in the study of newspaper and newspaper writing. This course is open to all seniors and to any junior who has a "B" average. Students in this course learn to read and understand newspapers, to gather news, and to write news. They learn how newspapers finance themselves. Practical experience is received through the publications of the school paper, for the paper staff is chosen from the journalism class. Learning to write news effectively is the main objective of the course. Prerequisite -- None.

French

French is being offered to enable pupils to learn to speak and understand the language and also to study the customs and habits of the French people and the history and geography of the country. Pupils learn the contributions which France has made to our own way of life.

Third year French is geared toward College preparatory material. This consists of grammar review, French conversation, and the main emphasis is the opportunity to real excerpts from the Classics and some examples of contemporary writings. Prerequisite -- Above average grades in English grammar.

German

The German course is designed to provide a foundation of good pronunciation and a knowledge of the basic structure of the language, using materials which will also introduce the student to the culture of German-speaking countries. Particular care is given to providing a solid foundation for advanced study in college.

The first year is confined mostly to pronunciation and basic grammar. In the second and third years, while the drill in pronunciation and grammar is continued, reading and discussion are centered around the position of the German speaking countries in central Europe, both past and present. Students who are consistently doing exceptional work in the second and third years will be given an opportunity to concentrate on specialized vocabularies if they wish to do so.

Latin

Three years, or six semesters, of Latin are offered each year. The objectives at all levels are the same as the student progresses through succeeding lessons to develop an ability to read and understand Latin; to develop an ability to comprehend the Latin element which "lives" in our English words, i.e., "word families" with their Latin roots, prefixes, and suffixes, and "word pictures" which preserves bits of Roman history and legends; to develop a knowledge of Roman life and customs and an opportunity of the Roman culture (which is our heritage).

Latin I-II -- Textbooks contain stories written in simple or "made" Latin. Also, a unit of Classical Mythology is given in Latin II.

Latin III offers further experience in Latin readings concerning Roman life and history.

Latin IV introduces Roman authors, such as Ceasar, Livy, Pliny, Ovid, and Vergil.

Spanish

Spanish I-II is designed to teach the student to understand, speak, read, and write the basic structures of Spanish. Spanish is the language used in the classroom.

The civilization and culture of the Spanish-speaking nations are a part of the study of the language. Prerequisite -- An average of "C" or better in English courses taken previously.

Spanish III, IV - Advanced Spanish is begun with a review of the fundamentals learned in the first year of Spanish. Spanish grammar is studied in more depth, and there is more composition.

Well-known literary works of Spain and South America are read and discussed in Spanish.

SOCIAL STUDIES

Ancient World History I and II

The course content covers the period from earliest time up to and including the courses and events culminating in the Renaissance. The rise, fall and influence of the great civilization of that period will be studied with the objectives of joining a greater appreciation and understanding of our own culture. Prerequisite -- none.

Modern World History III-IV

This course begins with a review of the Renaissance and then proceeds with a study of the exploration and colonization period, the development of modern nations, the growth of imperialism and the modern reaction of nationalism. There is also an examination of the work of the United Nations and the relationship between Russia and the United States in the modern world. Prerequisite -- Ancient World History I and II.

U.S. History I

The objective in U.S. History is to create appreciation of our American civilization through comparison of the past with the present. The first course includes: Exploration, discovery and colonization of America; independence movement; organization and early operation of government; economic and cultural development; Civil War and Reconstruction. Prerequisite -- none.

U.S. History II

The second course in U.S. History includes the economic development of the frontier, industry, labor, agriculture, finance, society and culture. It covers basic foreign policy, and the foreign policy of World War I, World War II and of the present. Prerequisite -- U.S. History I.

Civics

This course is intended to give the students a sound basis for understanding government in America at all levels so that he may participate as a citizen in the affairs of the nation, the state, as well as in the local community of the township, county, and the city. Prerequisite -- none.

Sociology

Sociology is a study of man and his adjustments to problems in this changing world, such problems as mental health, crime, alcohol, drugs, marriage and divorce. It is a combination of psychological and social problems developing in our culture. It is organized to develop in the student a tolerance for members of all groups and to give the student a general background in psychology for later use, especially in the area of heredity and environment in the development of personality. Prerequisite -- None.

Economics

Economics is the study of how we make our living. The course is designed to give the student an understanding of the American economic system with reference to such things as money, banking, prices, supply and demand, production and consumption, prosperity and depression. Prerequisite -- none.

International Relations

The study of the geographic features, cultures, economic conditions, politics and history are combined in this course called International Relations. Special emphasis is placed upon current events and the relation of various nations to the United States.

It is suggested that this course be a senior subject and those desiring to take the course have a background of World History and U.S. History. A research paper is required.

Psychology

Those planning to enter college or who have a deep interest in finding out more about themselves and the working of the human organism will find this course helpful. Such topics as learning, reasoning, hypnosis, leadership, heredity, emotional problems, mental illness, and marriage are carefully considered.

Philosophy

An examination of some of the thoughts of great minds (past and present) about problems that are always with us (love, death, truth, meaning of life, happiness, pain, suffering). Readings and discussion supplemented with films forms the content. Emphasis is placed upon expressing one's own ideas.

MATHEMATICS

Arithmetic I-II

Arithmetic I, II is the mathematics that the average citizen needs for solving the problems that arise from his experiences. Prerequisite for Arithmetic II -- Arithmetic I.

ArithmeticIII-IV

Arithmetic III, IV presents problems that arise out of business transactions along with rules and methods for solution. Problems of both the consumer and proprietor are presented. Problems growing out of the costs of government are presented. Prerequisite -- Arithmetic I, II, or Algebra I, II.

Algebra I, II

Algebra I, II is a continuation of the study of numbers and computations with numbers which are started in arithmetic. In Algebra I, II letters are used as symbols for numbers. Relations among numbers are expressed as equations. The number system is expanded to include positive, negative, literal and imaginary numbers. Algebra I, II introduces the language and tools needed in higher mathematics and science. Prerequisite for Algebra II -- Algebra I.

Algebra III

Introductions to such short cuts as logarithms and the Binomial Theorem will be made. Systems of quadratic equations will be studied which will give more meaning to the topic "Conic Sections" which was encountered in Geometry I, II. Prerequisite -- Algebra I, II.

Algebra IV

This course includes the use of logarithms in computation. Key ideas and operations with complex numbers. Introduction to Trigonometry is included. Problems dealing with permutations, combinations and probability are introduced. Prerequisite -- Algebra III.

Plane Geometry I, II

Plane Geometry deals with such figures as triangles, parallelograms and circles. Both the practical importance and logical value are stressed in this course. Prerequisite -- Algebra I, II.

Geometry III

Solid Geometry deals with the properties of geometric figures which do not lie on a single plane. The ability to find the volume and area of solids is stressed. The ability to observe and represent three-dimensional figures in a two-dimensional drawing on a flat surface is stressed. The student's ability to think logically and develop proof will be further extended. Prerequisite -- Algebra I, II, III, Geometry I, II.

College Algebra

Topics covered in this course include fundamentals operations, equations exponents and radicals, ratio , proportion, variation, progressions, mathematical induction, logarithms, complex numbers, theory of equation, inequalities, determinants, permutations and combinations, probability and series.

Many problems are introduced from business engineering, and the sciences. Prerequisite -- Algebra I, II, III, IV, and Geometry I, II.

Trigonometry

Basically, Trigonometry is the branch of mathematics that deals with the measurement of a triangle. Trigonometry enables a person to solve any triangle when given any three parts, provided that one of the known parts is a side. Knowledge of this subject is necessary for the study of calculus which is the ground work of all higher mathematics. Prerequisite -- College Algebra.

Analytic Geometry

Enrollmemt is limited to students that are mathematically inclined. It is a method of studying Geometry by means of a coordinate system and an associated Algebra. The two central problems in Plane Analytic Geometry are (1) Given an equation in X and Y, to plot its graph, or to represent it geometrically as a set of points in a Plane. (2) Given a set of points, defined by certain geometric conditions, to find the equation whose graph will consist wholly of this set of points. Prerequisite -- College Algebra and Trigonometry.

SCIENCE

Biology I, II

Biology is a study of the living habits of both plants and animals and their influence on the lives of humans. Particular attention is paid to the life processes, nutrition, respiration, circulation, reproduction and growth, excretion, and irritability.

Physics I, II

Physics covers the classical divisions of physics, namely mechanics, heat, sound, electricity, and light as well as modern divisions such as atomic energy and electronics. The course is geared to those who wish to continue in science and also to those who have a keen interest in the rapid changes being brought about by the science of physics. Prerequisite -- Algebra III or currently taking Algebra III.

Physics III

This course will provide a more complete study of mechanics through vector analysis, light-through the quantum theory, and electronics. Prerequisite I and II, Algebra III and IV.

Chemistry I, II

Chemistry is a physical science. It is a basic prerequisite to study in advanced fields of science. The study of chemistry includes the study of changes in composition of matter in our universe.

Chemistry is a laboratory course recommended for all college-bound students and for those students who have a genuine quest for knowledge.

Students planning careers in medicine, medical technology, medical services, biology, engineering, agriculture, or physical science should plan on a minimum of two semesters of Algebra I and II.

Chemistry III

Chemistry III is a qualitative analysis course introduced at 12th grade to deepen knowledge of classical chemical theory and to develop a fundamental understanding of the nature of matter.

The advanced Chemistry program is primarily an introduction to qualitative laboratory technique and to provide the opportunity for the development of individual initiative. This course provides the opportunity to do research and permits the able student to advance more rapidly through elementary college courses. Prerequisite: Chemistry I and II and the approval of the Head of the Science Department.

INDUSTRIAL ARTS

General Shop I and II

An exploratory course to give the student a general idea of all phases of industrial arts. These courses are divided into four-nine-week periods devoted to machine shop, woodshop, printing, and mechanical drawing. These courses are used as screening for future specialized industrial arts courses. Students are encouraged to major in the areas for which they have their best aptitude and abilities. Prerequisite -- None.

Woodshop I and II

These courses are used to teach the student the use and care of hand tools, jig saws, and the drill press. It teaches woodwork for leisure time activities. Each student will do a project in each course. Prerequisite -- General Shop.

Woodshop III-VI

These courses are used as a continuation of Woodshop I and II with addition of power tools. The student is taught safety in power tool operation, design construction, and workmanship in woods. Each student will do a project in each course. Prerequisite -- Woodshop I, II.

Mechanical Drawing I

This course is required for all students majoring in woodshop and machine shop to help them read blueprints. It covers dimensioning and orthographic projection and lettering. Prerequisite -- None.

Mechanical Drawing II

This is a continuation of Mechanical Drawing I covering orthographic cross section and auxiliary and isometric drawing. Prerequisite -- Mechanical Drawing I.

Mechanical Drawing III

A continuation of I and II covering revolution, cross sections, and basic machine drawings. Prerequisite -- Mechanical Drawing II.

Mechanical Drawing IV-V

A continuation of I, II, and III covering machine drawings, outline drawings, working drawings, and machine castings, lay-out developments, and transitions, plus machine theadings of all types. Prerequisite -- Mechanical Drawing III.

Mechanical Drawing VI

Engineering Drawing. Detailed drawings of cams, jigs, spur gears, beveled gears and perspective. Prerequisite -- Mechanical Drawing V -- also one year of both Algebra and Geometry.

Printing I

This course is the basic course for all other printing work, for in it students learn the lay of the type case. Experience in typesetting straight paragraph composition exercises. Prerequisite -- General Shop.

Printing II

This course extends the typesetting process to learning how to compose different display from tickets to two color work. Prerequisite -- Printing I.

Printing III-VI

These printing courses are used for work on the school paper and production. Printing work from the school is used by the students as their projects. This gives students experience in applying their knowledge of printing in producing work that has commercial value. Prerequisite -- Printing II.

Machine Shop I

Involves bench work, hand tools, measuring tools, making layouts, finishing small projects, and reading blueprints. It involves use of rule, dividers, micrometers, level protractor, calipers, drill press, drills, hand tools and dies. Prerequisite -- General Shop.

Machine Shop II

Includes facing, center drilling, straight turning, cutter bit grinding, filing, and polishing with the lathe. Prerequisite -- Machine Shop I.

Machine Shop III

Includes continuation of lathe work, milling machine, use of power band saw, power hack saw, radius turning on the lathe. Prerequisite -- Machine Shop II.

Machine Shop IV

Consists of the same operations as those done in Machine Shop III plus chuck work, external and internal threading, and face plate work. Prerequisite -- Machine Shop III.

Machine Shop V

Involves lathe work, milling machine work, and shaper work. The student is given practice in indexing on the milling machine for making different divisions, milling slots and keyways, and slots. Prerequisite -- Machine Shop IV.

Machine Shop VI

Includes a selection of projects in which all machines in the shop are operated. Prerequisite -- Machine Shop V.

Building Trades

It takes more than a carpenter to build a new house and you can learn about all of these trades in Vocational Building trades. You get preapprenticeship training on-the-job and related information in each of the following skilled crafts: Plumbing, Carpentry, Electrical, Heating, Masonry, Painting, and Drywall.

You will learn to read blueprints and understand estimating for the house being built. Testing is usually done by actual work experience, therefore, many written tests are not necessary. Two credits are given each semester.

The following points are continually being stressed and are considered to be of prime importance: Dependability, safety, leadership, appreciation for a job well done, understanding of building codes, recognizing quality material and respect for employer, supervisors, fellow-workers and their crafts and attendance.

HOME ECONOMICS

General Home Economics

A general course in home making comprised of two larger units of twelve weeks each and six small units of two weeks each. The larger units are: foods and nutrition, including family meal preparations; and clothing and basic elements of color and design, requiring two cotton garments constructed. The smaller units include personal relations, health and grooming, care of the house and its furnishings, management principles, care of the young child, and occupational opportunities of Home Economics.

Clothing I

A beginning course in clothing construction. The student learns the care and use of the sewing machine, the basic elements of color and design, some principles of buymanship, and the use of commercial pattern in the construction of two garments for herself. Prerequisite -- none.

Clothing II

A continuation of Clothing I, this course contains work on the construction of a child's garment, a cotton undergarment, at home or beach wear and the completion of a summer dress, or its equivalent in time and work. Prerequisite -- Clothing I.

Clothing III

This course designed for girls who wish to acquire more advanced sewing skills. Garments made include construction and fitting problems not ordinarily met in Clothing I or II. A good dress is a required project. Prerequisite -- Clothing II.

Clothing IV

A class in tailoring in which a coat or suit is a required project. Finishing details are emphasized -- buttonholes, pockets, collars -- and a study is made of weaves, fabrics, and money management in the purchase of ready made vs. hand made garments. Prerequisite -- Clothing III.

Foods I

This course includes units on the management of the money, of the time and energy spent in selecting and preparing the family's food. Laboratory work includes food preservation, quick breads, frozen desserts, foreign cooking and holiday foods. Prerequisite -- None -- Laboratory fee - $2.00.

Foods II

A continuation of Foods I. Class work centers around the planning, preparation, and the serving of luncheons. Laboratory work includes study of meats, fish, poultry, salads, luncheon desserts, yeast breads, and parties. Prerequisite -- Foods I. Laboratory fee -- $2.00.

Senior Foods

An accelerated course designed for the senior girl, this class includes most of the materials covered in Foods I and II, but it does not include as much experience or detail. An 18 weeks course, it cannot be taken for credit by students who have had beginning foods classes. Prerequisite -- none. Laboratory fee -- $2.00.

Meal Planning and Preparation

This class meets daily during the fourth period. Limited to girls, the class works in groups of four to five, prepares, and serves its own noon meals. Lunch money ($2.00) is due and payable to the manager each Friday for the following week. Class is limited to 25 and groups must be complete. Prerequisite -- 12th Grade or must be senior. Laboratory fee -- $2.00.

Home Management

A practical course in which the student explores house plans, selecting and arranging home furnishings to provide for family needs. A study of the use of management in the areas of time, moving and motion in the home. Prerequisite -- none.

Home Nursing

A practical course planned for junior and senior students -- primarily for seniors. Home nursing includes first aid training and teaches the rules of safety in the home. It also teaches the care of the sick at home. Child care includes the study of the emotional, social and physical development of the infant, the toddler, and the pre-school child. Prerequisite -- None.

BUSINESS EDUCATION

General Business I and II

This is a two semester course used as a foundation for the study of more advanced business courses and as an aid to all students in solving their personal business problems. The first semester involves work, money, banking, insurance, and transportation. The second semester involves travel, transportation and communication. Prerequisite -- None.

Bookkeeping I and II

A course in which the student learns how to keep the financial records of various types of business organizations. The ability to read and analyze is helpful. No prerequisite for Bookkeeping I. Prerequisite for Bookkeeping II is Bookkeeping I.

Bookkeeping III and IV

A two semester course in which the student learns the advanced concepts of Bookkeeping and Accounting Theory. Prerequisite for Bookkeeping III and IV is Bookkeeping I and II.

Shorthand I

A course in which the student learns the fundamentals of Gregg Shorthand. It includes spelling, punctuation, the rudiments of dictation, and transcribing the dictation. Prerequisite -- It is essential to be an average or better than average English grammar student. The students should have typing.

Shorthand II

A course in which the student continues to read, write, and take dictation at increasing speeds, and transcribes the dictation. It includes a review of the punctuation rules studied in the first course and new punctuation rules. Spelling and new dictation are included in this course. Prerequisite -- Shorthand I.

Shorthand III

This course includes an intensive review of the principles of Shorthand I and II with emphasis on speed. Later in the course transcription on the typewriter is introduced -- mailable letters being the object. Prerequisite -- Typing II and Shorthand II. Typing III should be taken the same semester as Shorthand III.

Typing I

The beginning typing course is designed to teach the student the keyboard and the proper technique of good typing. The student is taught to do simple tabulations plus personal and business letters. A good portion of the time in class is spent on drill work. Prerequisite -- None.

Typing II

The course gives a review of the basic skills in typing. The student is given more detailed work in tabulations, personal letters, and business letters. Manuscript typing is introduced plus working with carbon copies. Prerequisite -- Typing I.

Typing III

This course includes a review of Typing I and II. A material increase in speed and accuracy are required, and mailable copies are essential. Business forms of various kinds are introduced and duplicating is taught. Prerequisite -- Typing II.

Secretarial Training (Two semester course)

Includes a review of all the Business Education courses studied previously. Filing, duplicating, office machines, (those available), office procedures, and personality attributes are emphasized. Office style dictation and transcription are continued. Prerequisite -- Typing III and Shorthand III.

Stenographic Training (2 hours a day - two semesters)

Stenographic Training is designed as a Vocational Class. The purpose of the intensified laboratory is to prepare students with a saleable skill for initial employment upon graduation. The class includes skills that will enable students to qualify for positions such as secretary, stenographer, general clerical, bookkeeper, file clerk, office machines operator, typist and clerk typist. Prerequisite -- Typing III, Shorthand I and II, Shorthand III will be taken same time as Secretarial Practice.

Office Practice (Two semester course)

Covers the same course as Secretarial Training with the omission of training for those occupations requiring knowledge of shorthand. Prerequisite -- Typing III.

Business English

This course is designed to give the business student a basic review of grammar, spelling, and punctuation. The student learns the basic concepts of business letter writing, studying and writing orders, invitations, personal letters, adjustment letters, sales letters, collection letters, and letters of application. Prerequisite -- English V.

Business Law

This course is open to any junior or senior who wants to know more about his rights, as well as his duties under the law. A study is made of laws relating to contracts, buying and selling, insurance, negotiable instruments, bailments, public carriers, and other business dealings. Students study court decisions involving civil law and also certain aspects of criminal law which relate to business practices. Prerequisite -- Grade C or better.

Salesmanship and Merchandising

These two courses, Salesmanship the first semester and Merchandising, the second semester, include such areas as orientation to Distributive Education, store services, advertising, salesmanship, displays, store organization, economic concepts, personality development, etc. Prerequisite -- None.

Marketing I and II

These two courses are those in which individual instruction is given to each student that relates directly to the students Distributive Education work area. Prerequisite -- Salesmanship and Merchandising.

Distributive Education

Distributive Education is a program of occupational training and regular high school subjects. A D.E. Trainee spends the morning carrying a basic school program and the Marketing course and the afternoon working in local business establishments under the supervision of the employer and the high school D.E. co-ordinator. Prerequisite -- Salesmanship and Merchandising.

PHYSICAL EDUCATION

Boys' and Girls' Physical Education

This course is for physically fit boys and girls in grades 9 and 10. The aim of physical education is, primarily, to make a contribution to the individual's optimal growth and development physiologically; and secondarily, to contribute to such psychological development as is possible, through participation in appropriate vigorous total body activities, according to social and hygienic standards. A student must earn one full credit to graduate.

Students participating in inter-scholastic athletics will receive the following credits in physical education: Cross-Country - .3, Wrestling - .3, Tennis - .3, Golf - .3, Football - .3, Basketball - .5, (total earned for two semesters), Baseball - .3, and Track - .3. Students are excused from physical education during the time of year their sport activity is in season. No student may receive more than.5 credit a semester for athletics.

Health & Safety

The major objective of health education is to contribute to the healthful living of all people. The conditions under which children live in school, the help which they are given in solving their health problems, the attitudes which they develop toward individual and community problems, and the information and understanding which they acquire about themselves as living organisms develop behavior conducive to healthy, happy and successful living. Prerequisite -- None.

Drivers Training

This course in Drivers Education is intended to provide educational experiences which will give the students the knowledge, habits, skills, and attitudes for safe and efficient motor vehicle operation.

FINE ARTS

The purpose of the Art Department is to give the student a knowledge of the principles of art so that he can better appreciate the beauty of the commonplace. The student can use those same art principles in his own home, in costume, and dress design, in an artistic hobby, and in other aspects of art work.

Those students planning to prepare for art careers should take college-bound courses.

Art I

It is a prerequisite for all other art courses. It is designed to develop a basic understanding of art, appreciation of art qualities, and basic artistic skills. The student learns to draw from the top view, as well as from the side and bottom views. These are experiments in color study, painting and basic lettering, which is used in connection with poster-work. The basic steps of block print designing are also taught in this course. Prerequisite -- None.

Art II

Includes a study of paints, painters, and the painting in the realm of realism, cubism, surrealism, paintillism, impressions, and other facets of art. Emphasis is placed on an enrichment type of work which involves written reports and creative projects. Introduction to several other crafts is given. Those include metalcraft, and textile painting. Prerequisite -- Art I.

Art III

Includes a few design experiments with a study of design principles. The student creates mosaics, and fashions, drawings, advertisements, plaster pieces, as well as working with ceramic objects. Prerequisite -- Art II.

Art IV

A wide variety of material is explored and used in observing the work of other craftsmen, both past and present. Students are led to use design principles well. They do advanced work in functional and decorative designs in many areas such as silk screen, weaving, modeling, plastics, and other crafts that are interesting and useful. Prerequisite -- Art III.

Art V (Photography)

First six weeks -	Study of taking and developing photos.
Second six weeks-	Study of photography as an art and design.
Third six weeks -	Experiments in commercial, pictorial and latest photo designs.

Art VI (Commercial Art)

First six weeks -	Introduction to commercial art and a study of illustration in opaque and transparent wash paint will be made.
Second six weeks-	Use of color in commercial art and design experiments.
Third six weeks -	Third dimension designing - jewelry in wire, copper and other materials. Recent trends in designing.

MUSIC

Harmony and Theory

Harmony and Theory is a subject for upperclass boys and girls who have some music background. It is a study of the science of music, writing, notation, ear-training, and music terminology. The writing of good four-part compositions at the college freshman level is the goal of Harmony and Theory. It is a desirable course for both musically sincere students and prospective college music majors. Prerequisite -- Music background.

Music Appreciation

The purpose of this class is to acquaint students with music literature of all types: Classical, romantic, and modern. Included are the study of orchestral instruments and a unit on classical jazz. Special attention is given to the larger forms: Sonata, symphony, concerto, musical play, oratorio, suite, tone poem, and rhapsody. Prerequisite -- None.

Band

The Band is open to any student in the school who plays a musical instrument. The band rehearses during a class period each day of the week. It plays for all football games, basketball games, Commencement and most parades. The music department also presents an annual concert, the Hour of Music. One tenth of a credit is received for each day a week the student takes band.

Choir

The Choir is open to any student in the school that tries out at the specified times. The choir sings at several convocations and gives concerts to most of the grade schools in the city. Choir meets once a day during class period. One tenth of a credit is received for each day a week the student takes choir.

PARTICIPATION IN THE GRADUATION CEREMONY

The baccalaureate and commencement exercises are for senior students who have progressively advanced through the twelve grades of school at a normal rate or who have only temporarily interrupted their education because of illness, injury or similar misfortune.

A married, divorced, or pregnant student or students proven responsible for a birth out of wedlock will not participate in student activities including the baccalaureate and commencement services even though the student may receive a diploma.

DROPPING A SUBJECT

Permission to change or drop a subject is granted a student for these reasons:

1. He may change subjects to prepare for a particular kind of employment.
2. He may change subjects to meet a specific college admission requirement.
3. He may change subjects if a change in personal circumstances are deemed adequate by the student, parent, and counselor.

Procedure:

To drop a subject on his own volition, the student must discuss the matter with the subject teachers involved, have a parent or legal guardian come to school or call the counselor regarding the matter, and obtain the permission of the counselor. Any deviation from the above procedure will need to be cleared through the guidance office.

COLLEGE ENTRANCE EXAMINATIONS

The College Entrance Examination Board's Scholastic Aptitude Test (SAT) and Achievement Tests are of great importance to students desiring admission to many colleges. The CEEB tests are taken by seniors on announced dates in November, December, January, March, and May here. These tests measure academic aptitude and achievement. Juniors may take the SAT if desired. Often the SAT is the deciding factor for many scholarships.

The American College Test is required of several out-of-state schools. College catalogs should be checked carefully to determine which admission test is required. The nearest ACT test center is in Lafayette.

SCHOLARSHIP REPORTS

Report Cards

Report cards are issued at the end of each six-weeks period. A letter grade is given in each subject for each six-weeks work, the semester examination, and the semester grade. The semester grade is the grade that is recorded on the cumulative record. The semester grade is usually determined by averaging the three six-weeks grades and the semester examination grade.

Grading System

A, 95-100; B, 88-94; C, 81-87; D, 75-80; F, below 75

The "A" Student - does outstanding work. Is neat, accurate and thorough. Faithfully completes regularly assigned work promptly in a superior manner and often completes projects beyond assigned work (makes up all work missed without being reminded - in most cases requires minimum amount of help.) Contributes regularly to class activities.

The "B" Student - does good work - is neat and usually accurate - faithfully completes regularly assigned work in a satisfactory manner and makes up work missed without being reminded - usually contributes something of value in class activities -- (does well on tests).

The "C" Student - does average work - contributes to class discussions, but not always to the point - does regularly assigned work reasonably well - may need an average amount of supervision - eventually makes up work missed, but usually has to be reminded to do so - does average work on tests.

The "D" Student - does below average work - may do regularly assigned work, but in an inferior manner - needs much supervision - seldom makes up work missed - does below average work on tests. Contributes very little to class activities.

The "F" Student - does failing work - contributes practically nothing to class activities - seldom does assignments satisfactorily - fails to make up work that has been missed - does very poor work on tests.

Grade Point System

A is given 4 points
B is given 3 points
C is given 2 points
D is given 1 point
F is given 0 points

GUIDANCE

Guidance is that part of the total education program that helps provide the personal opportunities and specialized staff services by which each individual can develop the fullest of his abilities and capacities in terms of the democratic ideal.

Special Services of the Guidance Department

Counseling individuals in regard to educational, personal or vocational needs.

Making information available to students about colleges, occupations, training programs, and community agencies.

Scheduling the individual pupil in the best possible program available, with regard for the pupil's interest, ability, and vocational objectives.

Sponsoring college night programs.

Keeping cumulative guidance records for all students.

Processing applications for admission to colleges and universities.

Personal and Social Guidance

Besides wanting to acquire knowledge and improve his ability to learn, the high school student wants to develop socially and as a person. He wants to find out how to get along well with people and to be well-accepted by his associates. He wants to be able to face up to the realities of life, changing what can and should be changed and accepting that which cannot.

Many a student, not satisfied with his personal-social progress, find that his counselor, using the problem-solving approach, can be of great help to him in working out his personal-social problems.

TESTING

The standardized testing administered by the guidance department of Community High School is part of the student's program of self-appraisal. Test results help the student make more intelligent choices and sounder judgments about his present and future educational and vocational plans. These tests range from achievement tests to interest tests. They scientifically measure capacities, achievement, and interest patterns. Every student should try to understand their meaning and purpose.

SCHOOL TESTING PROGRAM

GRADE	TEST	DATE	PURPOSE
9	Kuder Preference Record *2	Anytime	Interest Inventory
10	Otis *1	Anytime	To Measure Academic Ability
11	Preliminary Scholastic Aptitude (PSAT)*2	October	Academic Aptitude
11	National Merit Scholarship Qualifying Test *3	Spring	Scholarship Qualifying Test
11	Strong Vocational Interest Blank *3	Anytime	Vocational Interest
12	Otis *2	Anytime	To Measure Academic Ability
12	Strong Vocational Interest Blank *3	Anytime	Vocational Interest
12	Preliminary Scholastic Aptitude Test (PSAT) *3	October	Academic Aptitude
12	College Entrance Examination Boards (SAT and ACT)*4	November December January March May	Scholastic Aptitude and Achievement for College
12	General Aptitude Test Battery (GATB)*5	November	Vocational & Occupational Areas

*1 - Those not tested before
*2 - All students
*3 - Optional choice
*4 - Required for college-bound seniors
*5 - Optional for non-college seniors

SECTION III

CO-CURRICULAR INFORMATION

STUDENT ACTIVITIES

Our school provides for two general kinds of educational experiences, the regular classroom activities and those called extra-curricular or co-curricular. Together they form an integrated whole aimed at a common objective. The courses of study are recognized as the essential parts of the educative process, the extra-curricular being supplementary and informally educative.

Experiences in the student activity program are designed to help meet the leisure, recreational, social, and emotional interests and needs of students. The experiences also provide opportunities for self-directed specialization in areas of the curriculum of particular interest to individual students.

The student activity program attempts to develop desirable social traits in situations providing opportunity for individual, small-group, and entire school participation. Under competent guidance, students share responsibility for selecting, organizing, and evaluating the activities and outcomes.

To assist the student in choosing a well-balanced program, the following pages are devoted to explanations of the different school clubs and activities. Students will have an opportunity to enter the activities program at the beginning of the school year. At that time, organization dates and meeting times for each of the activities will be announced and those students who are eligible and interested are urged to attend.

Students engaged in the activity program are expected to make positive contributions and to maintain high citizenship standards. Failure to do so may result in activity privileges being denied.

ACTIVITY BOOKS

Activity books are sold to the students shortly after the opening of school. These books contain coupons which are exchangeable for football, basketball, Winter Fantasy, and Senior Class Play tickets, the Magpie, and the Tattler. Also, included are extra tickets that are exchangeable for tickets to the sectional basketball tourney and the other tourneys in the event that C.H.S. is eligibe. Special Activity Books are available for those students who do not need, or do not want the athletic tickets.

ART CLUB

The Art Club is open to any high school student who is interested in art. The club strives to give art sessions in form of films, demonstrations, discussions and speakers. They take a field trip once a year to some art museum. The Art Club assists in many activities of school by making posters, decorating the stage for the dramatic productions, and assisting in party decorations.

ATHLETICS

Interscholastic Athletic Participation:

Community High School is a member of the North Central Athletic Conference which is presently made of of ten schools. They are: Anderson, Kokomo, Lafayette, Jefferson, Logansport, Marion, Muncie Central, New Castle, and Richmond. As a member we participate in eight sports: Football, Cross-Country, Basketball, Wrestling, Baseball, Track, Tennis and Golf. Swimming has been added as a conference sport and C.H.S. will participate in that sport as soon as possible.

Community High School believes strongly in the educational value of athletics when properly administered. One of the most important outcomes is the mental and physical development of the boys who represent our school in athletics. To achieve this good training is emphasized in the program. Community High School does not believe that it is a good policy to have boys who will not train.

Athletes participating on school teams are required to live according to the rules listed below, all of which are in effect during the entire year:

YOU ARE NOT ELIGIBLE

1. If you use any form of alcoholic beverages.
2. If you indulge in smoking.
3. If you are absent from the practice and contest of your squad unless excused by your coach.
4. If you are absent from school for a full day on the date of a contest unless there is an excusable absence.

5. If you manifest poor citizenship in and/or out of school.
6. If you are not passing in four subjects totaling four credits.
7. If you do not have a physicians certificate on file before participating in a practice for any sport.
8. If you have participated in practices, games, contests, and scrimmages not under the direct supervision, management and auspices of your high school during the school year.
9. If you engage in Football, Basketball, or Wrestling any time out of season. The seasons are:

   Football------August 15th until November 30th
   Basketball----November 1 until the final game of the SECTIONAL TOURNAMENT
   Wrestling-----November 22 until the State Final Champoinship Wrestling Tourney
10. If you are married, or have been divorced, or have had a marriage annulled.
11. Violation of 1, 2, 5, 8, or 9 of the above can cause suspension for one year or more from the date of violation.
12. Any questions not covered by the above will be reviewed by the Athletic Board.

Athletic Awards

Each sport has individual requirements which must be met in order for a participant to receive a major award. If the requirements are met, the following awards are presented: The first major award is a six inch chenille. The second award is a certificate. Athletes who earn a third major award in one sport, or who accumulate three major awards through participation in more than one sport, receive a jacket. Jacket awards are presented only to boys of junior or senior class standing. Special awards may be given to Conference or State Champions.

"C" Club

"C" Club is an organization for letter winners in all the varsity sports. The purpose of the "C" Club is to promote sportsmanship in athletic events, and fellowship among the athletes and it seeks to present, to the public, the proper prospective for high school athletes. Annually, "C" Club awards one of its members a scholarship to the college of his choice. A Father-Son Banquet is also held each year. "C" Club meets once each month.

CHEER BLOCK

The cheer Block consists of approximately 300 members in the senior, junior, and sophomore classes. Its purpose is found in its name -- Cheer Block -- a pep organization that supports the basketball and football teams. It also elects all varsity and junior varsity cheerleaders. The Cheer Block meets once each week. During the basketball and football seasons, the Cheer Block sits in a special section for all home games and attends as a group as many of the away games as possible.

CHEERLEADERS

Varsity and Junior Varsity cheerleaders are chosen each year from a slate of candidates that try out for the position. Varsity cheerleading positions are limited to juniors and seniors, while junior varsity positions are open to sophomores and juniors. The candidates are screened by the dean and the Student Council. The Student Council makes an initial reduction of candidates and the final selection is made by members of the Cheer Block.

CLASS ELECTIONS

Class elections are held during the first six weeks of school for each class in school. Any student may submit his name to the class sponsor as a candidate for one of the offices (president, vice-president, secretary, and treasurer) of his class. All submitted names are voted upon in a primary election, and the following week, the top two candidates in each office are voted upon in the final election. Each candidate is allowed to place two posters in the school hall as part of their campaign for election.

FRENCH CLUB

The Fleur-de-lis was organized to further the interests of its members in French culture. The club meets at least once a month in the evening. Students furnish the program material, which consists of discussions or lectures on the contributions made by the French in the fields of art, literature and music.

FUTURE TEACHERS OF AMERICA

The Clara Chapter of the Future Teachers of America is open to all juniors and seniors who are interested in the field of teaching. The club works to foster interest in teaching and to develop student leadership. F.T.A. meets once a month.

GERMAN CLUB

Membership is open to all German students plus any students who may already have a good command of the German language. The purpose of the club is to give students additional contacts with German culture in ways which are not readily suitable to classroom use. The club meets twice each month.

GIRLS ATHLETIC ASSOCIATION

G.A.A. is a state-wide organization for girls interested in athletics. Membership is open to any interested girl in the high school. Girls compete with other schools in Volleyball, Play Days, Track, and Field. G.A.A. meets twice each month.

HEALTH CAREERS CLUB

Membership is open to sophomores, juniors, and seniors who are interested in a health career. Members must be enrolled in an academic or general course. It is the purpose of the club to acquaint the members with the many health careers available to them. The club meets once a month. The dues are $1.00 per school year. Special meetings may be held in the evening if an outside speaker has been engaged for a program.

HI-TRI

Hi-Tri is an organization open to all girls, sponsored by the Y.W.C.A. Each member must perform three services to be eligible for membership the following year. The girl with the most services in each of the clubs (Hi-Tri I - seniors, II - juniors, and III - sophomores) receives an award at the end of the year. Each club meets twice a month at the Y.W.C.A. The combined Hi-Tri's sponsor a Hi-Tri Formal during the year. The senior club presents $100 in book awards to senior members for outstanding service.

HI-Y

The HI-Y is a service club sponsored by the Y.M.C.A. It is open to all boys in the high school, with a separated club for each grade level. Its primary objectives are clean sports, clean speech, clean scholarship, and clean living. The clubs co-operatively sponsor a Pancake Day each year. HI-Y meets twice a month.

HOMECOMING QUEEN

The candidates for Homecoming Queen are nominated by the clubs of the school. The Junior Chamber of Commerce, with the help of the Student Council, hold the all-school election. The J.C.'s sponsor the parade and crown the queen on the night of the homecoming football game. Any junior or senior girl is eligible for nomination.

JUNIOR-SENIOR PROM

The Junior-Senior Prom is sponsored each year by the Junior Class during the second semester. It is the school's only completely formal dance. King and Queen of the prom are elected by those securing tickets from a list of candidates nominated by the senior class. Students who have a class rank of Junior or Senior at the beginning of the school year may attend. However, eligibility is limited to two years.

KEY CLUB

The Key Club is a service club for boys from the tenth, eleventh, and twelfth grades in the high school. The Club operates under the school's regulations and draws its membership from the student body. It is sponsored in cooperation with the school officials by a local Kiwanis Club composed of the leading business and professional men of the community. Through this sponsorship and the association, the members learn more about the community and how it functions. They also learn what responsible citizens banded together in service clubs can do to make theirs a better community. Leadership, good citizenship, education, and fellowship so important to democracy are best acquired through actual participation in service programs. Key Club meets twice each month.

LATIN CLUB

The purpose of the Latin Club is to give students of Latin a better knowledge of the life and manners of the people whose language they study. Latin Club meets once a month and is open to all Latin students.

MUSIC

Majorettes

The Majorettes compose another part of the Music Department. During the football season, groups are used on the field to add color to the half-time performance. In street parades the Majorettes lead the band with pom-poms. The girls also provide entertainment for other organizations (both school and civic) after football season. Positions in these groups are filled through tryouts. Anyone interested in being one of these groups should contact a staff member of the music department. Tryouts for Majorettes will be each Spring. Girls will be chosen to replace positions left by graduating seniors.

Dress Band

The Dress Band, a group of approximately fifteen musicians, plays at all city functions for which the complete band is not available. Its members are selected from the Band.

Swing Band

The Swing Band, or dance band, plays for various school activities. The members of the dance band are selected from the Band by the music directors.

Swing Choir

The Swing Choir is a small choir with its members being selected from the Choir. The Swing Choir performs at most of the choir's programs and also for various other organizations that invite them.

NATIONAL FORENSIC LEAGUE

Open to any student in grades ten, eleven, or twelve interested in participating in inter-school competition. N.F.L. offers the student the opportunity to debate or to participate in solo competition by engaging in discussion; boys' or girls' extemporaneous speaking; dramatic, humorous, or oratorial interpretation; original oratory, radio announcing; or poetry reading.

The student should have a real interest in speech and maintain a high standard of contest ethics. The High School also belongs to the Indiana High School Forensic Association. The season begins in October and ends in April. All events are held on Saturdays. Individual schedules are arranged for teams to practice after school. N.F.L. meets twice each month.

NATIONAL HONOR SOCIETY

The National Honor Society is designed to recognize scholastic excellence plus character, service and leadership. The administrative officials and department heads acting upon the recommendations of the Faculty select a number not to exceed 5% of the Junior Class in the Spring and a number not to exceed 10% of the Senior Class the following Fall as members of Honor Society. Membership in the National Honor Society is the greatest single honor that can be given to high school students.

NATIONAL THESPIAN SOCIETY

The Thespian Scoeity is an organization in the school dedicated to the furthering of dramatic excellence in C.H.S. Members must have earned ten points, representing ten hours each, by working on some phase of the dramatic arts. The society works on all school productions and presents several plays throughout the year. It meets once a month.

120-CLUB

The 120-Club consists of all the student library assistants. The purposes of the club is to improve the school library, to arouse enthusiasm for books and reading and to encourage interest in the library profession. The 120-Club sponsors the sale of paperback books in the school book store before and after school and during the lunch hours. The 120-Club meets once each month.

PROJECTIONIST CLUB

The C.H.S. Projectionist Club is composed of boys with a special interest and aptitude in working with various audio-visual equipment. The purposes of the club are to teach students to use and maintain the A-V equipment and to provide a service group to show the various visual aids for the students and faculty of Community High School.

PUBLICATIONS

C.H.S.

The C.H.S., the school publication, is published by the C.H.S. staff, which is selected from the members of the journalism class. The C.H.S. is printed every two weeks and contains all school news. Publishing the C.H.S. provides the opportunity for putting the theory of journalism into practical use, for all of the functions of publishing are involved in the paper's production.

Sattler Staff

Sattler staff is selected from applications submitted in April to the Publication Board. There are 13 editorial, 6 business, 2 art, and 2 photographic positions open to juniors while 1 or 2 editorial, 2 art and 2 photographic positions are reserved for sophomores. Spending a period a day and time after school from September to April, the staff produces the school yearbook.

RELAY QUEEN

Candidates for Relay Queen are nominated by the junior and senior guidances. All high school students vote on the candidates that are submitted to the Student Council. The queen is crowned on the night of the C.H.S. Relays at the Stadium.

SCIENCE CLUB

The Science Club was established to further scientific interest and vocation. The club sponsors the annual High School science fair and sponsors individual member's projects in other science fair contests. Science Club is open to all high school students and meets twice a month.

SENIOR CLASS PLAY

The Senior Class Play is produced annually with an all senior cast, assisted by the Thespians and the Dramatic class. It would be beneficial for students aspiring to participate in the class play to take dramatics in their senior year.

STUDENT COUNCIL

The C.H.S. Student Council is the student government in the high school. Its activities and projects are so planned as to meet the needs of the students and faculty of the high school. The basic purposes of the council are in reality three-fold; to act as a moderator and agent between the students of the school and the faculty, to serve as a sounding board for student problems, and to perform those projects and activities which are related to the high school. The council is composed of members of the executive board, the inter-club council, and representatives from each home room in the building. The council's projects are solely financed by its annual Winter Fantasy production, an all-student show presented in December. Student Council meets twice each month.

STUDENT ROTARIAN PROGRAM

The Student Rotarian Program is designed to promote civic-school relations, and to give several senior boys the opportunity to learn more about Rotary. Two Student Rotarians are selected each month by the administration on the basis of scholarship, leadership, character, and activities.

WINTER FANTASY

Winter Fantasy is an all-student production usually given in December. The proceeds go to the Student Council which sponsors it. Tryouts for this production are announced and held by the music and speech departments.

Principal Data Report Form

Prepared For

A Study Of Environmental Press As Perceived
By High School Students And Its Relationship
To Organizational Climate

By
William R. Wright

General Directions For Completing
The
Logical Structure Theory
Data Report Forms

This booklet contains four sections. Each section pertains to a particular aspect or facet of your school's total milieu or environment. The sections consist of either tables to be completed or statements to be judged. Each of the four sections is preceded by specific instructions.

Please respond to every statement in each of the sections. Then, when you have completed a section, review it to see that each item has been responded to in one of the ways specified.

The information gleaned from your responses to each of the sections will be put with other information about your school. When all the information about you school has been compiled it will be perused by a number of experts who will then relate it to certain aspects of a theory. This activity will provide additional information for either supporting or refuting the theory. In no way will the responses you make to the items in this booklet be used to evaluate you, your activities or your school.

Directions

Program Component Report Form

The report form consists of provisions, conditions, or characteristics found in good secondary schools. Of course, some of them may not be appropriate, or even applicable, in every school. If you see that any important features or procedures particular to your school are omitted in the form, be sure to add them in the appropriate places. The report form should accurately and completely portray the program of the school, thus providing factual information useful for making evaluations.

The use of the report form requires five letters:

A Provision or condition is made extensively.

B Provision or condition is made to a moderate extent.

C Provision or condition is very limited.

M Provision or condition is missing.

N Provision or condition does not apply.

When an item contains statements such as "Participation is required of all students. . . " or "All teachers must. . ." the intention is to indicate the upper limit for those items. It is not implied that the provision must be present to the full extent stated in order to use the rating "A".

Please attach the following items to this report form:

1. A copy of the program of studies now in effect.
2. A statement which covers all requirements and/or restrictions concerning choice of subjects.
3. A complete daily schedule of classes and activities.
4. A complete calendar of school activities and/or events for the current year.

Program

(A) 1. Courses are offered in mathematics, science, the language arts, and social science which provide reinforcement for skills acquired in the elementary and junior high school.

(B) 2. A course (or courses) is offered in business education which provide for the development of skills and understandings of the consumer aspects of business and economics.

(A) 3. The English program provides students with opportunities to develop and strengthen skills essential to reading both as a study procedure and as a literary experience.

(A) 4. Such language arts activities as writing, speaking, and listening are integrated with grammatical concepts to provide students with the opportunity to acquire and build effective communication skills.

(C) 5. A course (or courses) is offered which provides students with the opportunity to acquire knowledge and to have experiences which contribute to an understanding of the multiple factors affecting health and safety at their present stage of life as well as when they mature.

(A) 6. Introductory courses are offered in home economics which provide students with the opportunity to gain knowledge and understandings regarding the daily-life problems related to home and family living.

(A) 7. In industrial arts there are courses offered which enable students to develop understandings and skills in the use of common tools, machines, and processes.

(A) 8. One or more courses are offered which provide students with the opportunity to develop and expand fundamental arithmetic computational skills and to enlarge their mathematical conceptual base.

(A) 9. Students have the opportunity to gain experience and understanding related to physical growth and fitness through a variety of vigorous activities oriented toward the development of a physically sound body.

Program (continued)

(A) 10. An introductory course (or courses) is offered in science which provide the opportunity for students to develop and expand their knowledge and understanding of scientific principles, concepts and methods in the science fields.

(B) 11. One or more courses are offered which provide students with the opportunity to develop and/or have experiences which contribute to an understanding of the significant elements of our social, political and economic heritage and life.

(B) 12. Students have the opportunity, and are encouraged, to participate in activities in the fields of science, as in a project for a science fair, beyond the normal classroom activities.

(C) 13. Courses and/or activities are available which enable students to develop or acquire knowledge and understandings related to the use of industrial goods and services in the home and community.

(B) 14. Special courses and/or activities are available which provide students with the opportunity to view films, hear speakers, and to take field trips related to a liberal education outside the typical school program.

(A) 15. The instructional strategy (methodology) in all courses and/or programs provides students with the opportunity to be imaginative and curious.

(M) 16. Courses and/or activities are available which provide students with the opportunity to acquire and develop detailed and specific knowledge and understandings related to both farming and non-farming agricultural pursuits.

(A) 17. Courses and/or activities are available which provide students with the opportunity to acquire and develop detailed and specific knowledge and understandings related to the field of business such as courses in shorthand, bookkeeping, office practice, and work study experiences where specialized business skills are utilized.

Program (continued)

(B) 18. Opportunities and/or activities are available which enable students to pursue special topics in mathematics on their own with special help when they request it or as part of their regular classroom work.

(B) 19. Courses and/or activities are available which provide students with the opportunity to acquire and develop detailed and specific knowledge and understandings related to student career objectives through a viable distributive education program.

(A) 20. Courses and/or activities are available which provide students with the opportunity to acquire and develop detailed and specific knowledge, understandings, and practice experiences related to the safe and efficient use of motor vehicles.

(A) 21. Courses and/or activities are available which provide students with the opportunity to acquire and develop detailed and specific knowledge and understandings in order to be able to systematically analyze past and contemporary English language literature and literary trends.

(B) 22. Courses and/or activities are available which provide students with the opportunity to acquire and develop detailed and specific knowledge and understandings for the language arts, such as in creative writing and forenics, beyond that which is generally required of students in this school.

(B) 23. Courses and/or activities are available which provide students with the opportunity to acquire and develop detailed and specific knowledge and understandings in the advanced areas of mathematics such as the calculus, probability and statistics, theory of equations and non-Euclidian geometry.

(A) 24. Courses and/or activities are available which provide students with the opportunity to acquire and develop detailed and specific knowledge and understandings of one or more foreign languages including

Program (continued)

the ancient and modern languages, continental African languages and Asiatic languages.

(A) 25. Courses and/or activities are available which provide students with the opportunity to acquire and develop detailed and specific knowledge and understandings in home economics in the areas of foods, clothing, and management.

(A) 26. Courses and/or activities are available which provide students with the opportunity to acquire and develop detailed and specific knowledge, understandings, and experiences in the various trade and industrial areas related to the uses of specialized tools, machinery, materials and processes.

(A) 27. Courses and/or activities are available which provide students with the opportunity to acquire and develop detailed and specific knowledge, understandings, and experiences in advanced topics in both the biological and physical sciences.

(B) 28. Courses and/or activities are available which provide students with the opportunity to acquire and develop detailed and specific knowledge and understandings related to the social, political, and economic aspects of past and present world society.

(B) 29. Programs and/or activities are available which enable students with health handicaps to progress with their education nearly as rapidly as those in the regular classes.

(B) 30. Special courses and/or activities are available which provide students with physical handicaps the opportunity to acquire the basic and fundamental knowledges and understandings they individually need as well as to ensure total educational opportunities.

(A) 31. Specialized services, programs and/or activities are available which enable students with emotional problems to resolve their problems satisfactorily so that they can progress normally with their school work and/or make a normal adjustment to society.

Program (continued)

(A) 32. Courses and/or activities are available which provide students who are academically unable to participate in the regular program with the opportunity to acquire and develop the basic and fundamental knowledges and understandings they need.

(A) 33. Courses and/or activities are available which provide students with the opportunity to acquire and develop detailed and specific skills, understandings, and experiences related to the technical aspects of drawing, painting, and sculpturing, and to the techniques of manipulation of materials, media and tools used in drawing, painting, and sculpturing.

(A) 34. Courses and/or activities are available which provide students with the opportunity to acquire and develop detailed and specific skills, understandings and experiences related to the playing of a musical instrument or instruments commensurate with the individual student's interest, talent, and ability.

(A) 35. Courses and/or activities are available which provide students with the opportunity to acquire and develop an understanding and appreciation of art (including crafts); its techniques and forms.

(A) 36. Courses and/or activities are available which provide students with the opportunity to acquire and develop an understanding and appreciation of the different styles and types of music as well as the various musical forms.

(A) 37. Courses and/or activities are available which provide students with the opportunity to acquire and develop an understanding and appreciation of the varing types and styles of theatrics particularly drama and the dance.

(A) 38. Students, both boys and girls, have the opportunity to participate in a variety of interscholastic sports and games.

Program (continued)

(A) 39. Students, both boys and girls, have the opportunity to participate in a variety of intramural sports and games.

(A) 40. Opportunity is provided for students to participate in a variety of dramatic productions through stagecraft activities, directing and acting.

(A) 41. Opportunity is provided students to participate in a variety of instrumental and vocal musical groups both large and small.

(A) 42. Opportunity is provided students to participate in a variety of academic special interest groups or clubs such as a science club, mathematics club, or other similar clubs.

(B) 43. Opportunity is provided students to participate in a variety of non-academic special interest groups or clubs such as a coin club, a chess club, or other similar clubs.

(C) 44. Opportunity is provided students to participate in a variety of school and community service clubs.

(A) 45. Students have the opportunity to participate in activities and/or organizations, such as a student council, which are oriented toward developing in young people an understanding and experience in the democratic processes.

(B) 46. Courses and/or activities are available which provide students with the opportunity to acquire knowledge and understandings related to the orgin, development, customs, and cultures of mankind.

Program Component

The following are important features or procedures particular to this school which have not been covered in this section and which merit consideration.

Directions
Human Resource Component
Report Form

If there are fields which cannot be classified according to these tables, write them in the space marked "other". When titles used in a table do not adequately represent the fields offered, make the appropriate changes. Include only offerings which are a regular part of the school's program of studies.

How to Figure FTE

To compute full time equivalency take the maximum number of assigned periods in a day and divide that into the number of periods assigned for an individual. Leave your answer in fractional form. For example, in a seven period day school a full time teacher of mathematics would be assigned to teach mathematics 5 periods, have one period for preparation and one period for lunch. This teacher's full time equivalency ratio would be $\frac{5}{5}$ because the teacher is assigned 5 of the assignable periods in one field. A teacher who teaches two science classes and three mathematics classes in the same school would have a science FTE of $\frac{2}{5}$ and a mathematics FTE of $\frac{3}{5}$. Use this procedure when completing those tables which call for full time equivalency. The denominator of the ratio will always be the number of periods assigned a full time teacher in your building.

In the event that particular information sought by any table is not applicable to your school, mark the table or any part of it N/A . In the event that you are unable to respond to a table or any part of it for any other reason, mark the appropriate part U/R .

HUMAN RESOURCE

TABLE I

Instructional Personnel	Full-time Equivalency of Teachers in Each Field	Enrollment of Students In Each Field
Agriculture	0	
Art (Incl. Crafts)	2	200
Business Education	3-1/2	300
Core Program	N/A	N/A
Distributive Education	1	65
Driver Education	1	235
English	11	800
Foreign Languages	2-1/2	227
Health Education	1/2	82
Home Economics	3	229
Industrial Arts	4	201
Mathematics	5	550
Music	3	337
Physical Ed. (Boys)	2-1/2	575
Physical Ed. (Girls)	2	492
Science	3	389
Social Studies	7	671
Voc. Trade & Ind. Ed.	1	31
Other (Specify)		
TOTAL FULL TIME EQUIVALENT	52	xxxxxxxxxxxx

TABLE II

Activity Personnel (Certified)	Full Time Equivalency Of Teachers In Each Field	No. Of Students Participating In Each Area	No* Of Different Activities
Coaches:			
Football	4		3
Basketball	3		3
Baseball	2		1
Track & Field	4		3
Swimming	1		1
Other (Specify) Wrestling	3		3
Tennis	1		1
Golf	1		1
Student Activity Sponsors:			
School Gov't.	3		1
School Publications	4		2
Dramatics & Spch.	6		1
Subject Area Clubs (i.e.Math, etc.)	7		7
Intramural Sports	N/A		N/A
Other (Specify) FTA	2		1
GAA	1		1
Natl. Honor Soc.	5		1
"C" Club	2		1
Other Activities	14		5
TOTAL	63	**xxxxxxxxxx**	36

* Record in this column the number of different activities in this school which come under the heading given in the first column. For example, place a 3 in this column if this school has a freshman football team, junior varisty, and a varsity football teams. And, if this school has a Biology Club, a Math Club, a Latin Club, and a Geography Club, place a 4 in this column for "Subject Area Clubs".

TABLE III

Service Personnel (Certified)	Full Time Equivalency Of Personnel In Each Area	Number Of Staff Members*	
		Full Time	Part Time
Principal	1	1	
Asst. Principal(s)	1	1	
Dean Of Boys	1	1	
Dean Of Girls	1	1	
Guidance Counselor(s)	3	3	
Librarian(s)	1-1/2	1	1
Curriculum Consultant(s)	0		
Instruction Materials Center Personnel	1/2	-	1
Other (Specify)			
Dir. of Athletics	1	1	
TOTALS		xxxxx	xxxxxx

* Respond in whole numbers. The librarian FTE might equal 1 but is accomplished by 2 part time people.

TABLE IV

Service Personnel (Non-Certified)	Full Time Equivalency Of Personnel In Each Area	Comments Or Explanations
Nurse(s)	1	
Teacher Aids	0	
Social Worker	0	
Psychologist	0	
Secretaries And Clerks	1	We have 1 H.S. girl each hour.
Custodians	4	
Maintenance Personnel	1	
Lunchroom Workers	7	
Transportation Personnel	10	18 drivers
Other (Specify)		
TOTAL		xxxxxxxxxxx

TABLE V

Qualifications of Staff Instructional Personnel	Number Of Personnel*	Degree Status				Number of Teachers Assigned By Area of Preparation**	
		B.S. Only	M.S. Only	M.S.+	Dr.	Major	Minor
Agriculture	0						
Art (Incl. Crafts)	2	1	1			2	
Business Education	4	1	2	1		3	1
Core Program	0						
Distributive Ed.	1		1			1	
Driver Education	1		1				1
English	11	3	6	2		9	2
Foreign Language	3		3			3	
Health Education	1		1				1
Home Economics	3		2	1		3	
Industrial Arts	4		3	1		3	
Mathematics	5		2	3		5	
Music	3		2	1		3	
Phys. Ed. (Boys)	2		2			2	
Phys. Ed. (Girls)	2	1	1			2	
Science	3		1	2		3	
Social Studies	7	1	3	3		6	1
Vocational Trade & Industrial Ed.	1		1			1	

*Record here the number of individuals assigned to an area. Where one individual divides his time among several areas, record the individual in the area of his major assignment.

**Record here the number of individuals working in an area of their training. For example, an individual has a major in science but is teaching in his minor area-math; so you would mark him as being assigned to his minor.

TABLE VI

Qualifications Of Staff Ancillary Personnel	Number Of Personnel*	Degree Status				Number Of Personnel Assigned By Area Of Preparation**	
		B.S. Only	M.S. Only	M.S.+	DR.	Major	Minor
Principal	1			1		1	
Asst. Principal(s)	1		1			1	
Dean Of Boys	1		1				1
Dean Of Girls	1		1				1
Social Worker(s)	0						
Guidance Counselor(s)	3		2	1		3	
Psychologist(s)	0						
Librarian(s)	2		2			2	
Curriculum Consultant(s)	0						
Instructional Materials Center Personnel	1		1				1
Other (Specify)							

*Record here the number of individuals assigned to an area. Where one individual divides his time among several areas, record the individual in the area of his major assignment.

**Record here the number of individuals working in an area of their training. For example, an individual has a major in science but is teaching in his minor area - math; so you would mark him as being assigned to his minor.

TABLE VII

Qualifications Of Staff Ancillary Personnel	Number Of Personnel[1]	Education & Training*		No. Holding Special Licensing	Number Of Personnel Assigned By Area Of Preparation	
		Through Gr. 12[2]	Beyond Gr. 12[3]		Major	Minor
Nurse(s)	1		✓	R.N.	1	
Teacher Aid(s)	0					
Secretaries And Clerks	1		✓		1	
Custodian(s)	4	✓				
Maintenance Personnel	1	✓				
Lunchroom Workers	7	✓				
Transportation Personnel	18	✓				
Other (Specify)						

*If none required, indicate by recording in appropriate place "none".

[1] If none, indicate by placing an "0" in the appropriate place.

[2] Respond by placing in appropriate place highest grade level achieved if below grade 12. Otherwise check.

[3] Indicate appropriate degree, or if no degree, indicate if some type of special certification was received.

TABLE VIII

Number Of Years Of Experience Certificated Personnel*	Length Of Service In This School			Total School Experience		
	Number			Number		
	Men	Women	Percent**	Men	Women	Percent**
25 or more		2	.032		2	.032
20 - 24		1	.016		1	.016
15 - 19	3	1	.064	3	1	.064
10 - 14	6	4	.161	13	10	.370
5 - 9	10	15	.403	3	9	.193
1 - 4	8	5	.209	10	5	.241
Less than 1	5	2	.161	3	2	.080
TOTAL	32	30		32	30	

*Includes all those individuals on the professional staff. (e.g. teachers, librarians, psychologists, etc.)

**Compute the percentage for each category - find the total for the category and divide that number by the total number of certificated personnel being reported.

TABLE IX

Number Of Years Of Experience Non-Certificated Personnel*	Length Of Service In This School			Total Related Experience		
	Number			Number		
	Men	Women	Percent**	Men	Women	Percent**
25 or more						
20 - 24						
15 - 19	1		.045			
10 - 14	9	4	.590	3	1	
5 - 9	9	3	.555	1	3	
1 - 4	3	2	.227	1		
Less than 1	1		.045			
TOTAL	23	9		5	4	

* Includes all those not reported in Table VIII.

** Compute the percentage for each category - find the total for the category and divide that number by the total number of non-certificated personnel being reported.

TABLE X*

Characteristics Of Staff	MEN Certificated (No.)	MEN Non-Cert. (No.)	MEN Total	WOMEN Certificated (No.)	WOMEN Non-Cert. (No.)	WOMEN Total
Age Groups:						
60 or over		1	1	1	2	3
50 - 59	1	3	4		2	2
40 - 49	7	10	17	4	2	6
30 - 39	15	7	22	15	3	18
20 - 29	9	2	11	10		10
Marital Status:						
Single	5		5	9		9
Married	27	23	50	21	9	30
Separated						
Divorced						
Residency Patterns:						
Reside within boundaries of this attendance center.	20	20	40	22	8	30
Reside within boundaries of this school corp. but not within boundaries of this attendance center.	7	3	10	7	1	8
Reside outside boundaries of this school corporation.	5		5	1		1
Reared in the twp. this attendance center is located	8	18	26	10	4	14
Reared in the county but not the twp. this attendance center is located.	9	4	14	12	4	16
Reared in the state but not in the county this attendance center is located.	10		10	5	1	6
Reared in a state other than the one this attendance center is located.	5		5	3		3

*Please attach to this table a list of all the colleges and/or universities attended by the staff.

TABLE XI

Teacher Orientation* In The Classroom	M E N		W O M E N		T O T A L (Row)	
	Number	Percent+	Number	Percent+	Number	Percent+
Pupil Centered	10	.312	18	.600	28	.451
Subject Centered	22	.687	12	.400	34	.548
Other Centered						
Total (column)	32		30		62	

*Completion of this table is based on perceptional responses of the principal and will be treated as such.

+Compute the percentage for each orientation - divide the number for eachcategory (men, women, and total) by the total for the category.

Human Resource Component

The following are important features or procedures particular to this school which have not been covered in this section and which merit consideration.

Directions
Organization Component Report Form

The report form consists of provisions, conditions, or characteristics found in good secondary schools. Of course, some of them may not be appropriate, or even applicable, in every school. If you see that any important features or procedures particular to your school are omitted in the form, be sure to add them in the appropriate places. The report form should accurately and completely portray the organization of the school, thus providing factual information useful for making evaluations.

The use of the report form requires five letters:

A Provision or condition is made extensively.
B Provision or condition is made to a moderate extent.
C Provision or condition is very limited.
M Provision or condition is missing.
N Provision or condition does not apply.

When an item contains statements such as "Participation is required t all students. . ." or "All teachers must. . ." the intention is to indicate e upper limit for those items. It is not implied that the provisions must present to the full extent stated in order to use the rating "A".

Organization

(C) 1. Lines of communication and cooperation are defined, stated in written form, and made available to all building personnel.

(C) 2. Lines of authority are defined, stated in written form, and made available to all building personnel.

(A) 3. Appropriate pupil accounting procedures are maintained.

(A) 4. Parents receive periodic reports from the school regarding student progress.

(C) 5. The accounting system gives a complete record of all funds received and expended and the amount of each transaction including supporting documentation.

(B) 6. Forms and procedures have been devised and are used for all financial transactions including transactions for the student activity program.

(B) 7. Appropriate schedule-making procedures are maintained. (For classes, rooms, certificated personnel, non-certificated personnel, students, student activities, and maintenance of plant and equipment.)

(A) 8. Provision is made for satisfactory lunch service for students and teachers.

(B) 9. Provision is made for satisfactory transportation service for students.

(C) 10. Appropriate procedures for the employment and retention of instructional personnel are maintained.

Organization (continued)

(M) 11. Appropriate procedures for the employment and retention of non-instructional personnel are maintained.

(A) 12. The school board acts as the policy-determining body and assumes responsibility for providing all the human material resources required for maintaining the building and the program within it.

(A) 13. All building personnel have specifically assigned tasks and responsibilities.

(C) 14. The principal's time is balanced between administrative and supervisory duties.

(C) 15. The principal is the chief educational leader in the school.

(B) 16. Members of the instructional staff are assigned to positions for which they are qualified.

(C) 17. Members of the non-instructional staff are assigned to positions for which they are qualified.

(M) 18. There are regularly scheduled meetings of the teaching staff.

(M) 19. There are regularly scheduled meetings of the administrative staff.

(M) 20. There are regularly scheduled meetings of the non-instructional staff.

(B) 21. Provision is made for continuous communication to building personnel.

(B) 22. Provision is made for student assembly programs.

(C) 23. Use is made of the school newspaper for dissemination of information to students and staff.

Organization (continued)

(A) 24. Provision is made for making daily announcements to students.

(C) 25. Teaching assignments are made in one or two curricular areas.

(C) 26. Teaching assignments are made in one curricular area and at one grade level.

(C) 27. Teaching assignments are made in one curricular area and across several grade levels.

(A) 28. Certificated personnel's requests and reports are made directly to the building principal.

(M) 29. Certificated personnel's requests and reports are channeled through department chairmen and assistant principal(s).

(A) 30. Non-certificated personnel's requests and reports are made directly to the building principal.

(M) 31. Non-certificated personnel's requests and reports are channeled through supervisors and assistant principal(s).

(C) 32. Provision is made for the instructional personnel to work on curriculum committees in the area of their specialities.

(M) 33. Provision is made for the instructional personnel to work on curriculum committees in mutually related subject areas.

(M) 34. Provisions are made which encourage building personnel to participate in seminars, workshops, and short courses that will enable them to increase their professional and/or technical competency.

(B) 35. Salaries and the salary schedule provide for appropriate standards of living in terms of socioeconomic conditions in the community.

Organization (continued)

(M) 36. The salary schedule is sufficiently flexible to care for cases of unusual merit in order to recognize superior qualifications, outstanding professional growth, or excellence of service rendered.

(C) 37. The instructional personnel cooperate with each other to achieve common, personal, and professional objectives.

(C) 38. Provision is made for equitable distribution for the instructional staff's work load.

(C) 39. Provision is made for equitable distribution for the non-instructional staff's work load.

(B) 40. Provision is made for periodic corporation instructional staff meetings.

(M) 41. Provision is made for personnel in this building to interact with personnel from other schools in the system through curriculum committees, etc.

(C) 42. The teaching and administrative staffs work together and are jointly responsible for developing the curriculum.

(C) 43. The teaching and administrative staffs work together and are jointly responsible for developing procedures for day-to-day operation.

(C) 44. The instructional and non-instructional staffs work together and are jointly responsible for developing plans to optimally achieve the educational objectives of the school.

(B) 45. Provisions are made for personnel to use the buildings facilities for recreational purposes.

Organizational (continued)

(C) 46. Operational rules, regulations, and policies are flexible.

(A) 47. Provision is made for the teaching staff to be innovative in instructional approaches.

(C) 48. Provision is made for inclusion of new programs in the curricula.

(M) 49. Members of the instructional staff are engaged in a variety of educational research projects.

(B) 50. Provision is made for a wide variety of student centered extracurricular activities.

(B) 51. School patrons support the school by attending school-sponsored activities.

(C) 52. Community expectations of the personal standards of individual staff members is reasonable.

(C) 53. The school participates in programs financed by state and federal government.

(A) 54. Instructional personnel turnover is a problem in this building.

(A) 55. Non-instructional personnel turnover is a problem in this building.

(C) 56. Community financial support is sufficient to meet optimum educational objectives.

(C) 57. Instructional personnel attend school sponsored programs and activities (plays, sports events, concerts, etc.)

(C) 58. Provision is made which guarantees building personnel annual and accumulative sick leave.

Organization (continued)

(C) 59. Provision is made which guarantees building personnel fringe benefits such as retirement, hospitalization, paid holidays and vacations.

(B) 60. The physical facilities and working environment of the building are maintained to provide safe and healthful working and learning conditions.

(M) 61. The instructional staff typically remains in the building after school is dismissed for the day to work individually or in groups and remain because of their own initiative.

(B) 62. Building personnel call each other by first name.

(M) 63. Instructional personnel are involved on a continuous basis in the planning of objective programs and procedures for the proper functioning of this particular building.

(B) 64. Building personnel feel successful and competent in their respective positions.

Organization Component

The following are important features or procedures particular to this school which have not been covered in this section and which merit consideration.

Directions

Material Resources Component Report Form

The report form consists of provisions, conditions, or characteristics found in good secondary schools. Of course, some of them may not be appropriate, or even applicable, in every school. If you see that any important features or procedures particular to your school are omitted in the form, be sure to add them in the appropriate places. The report form should accurately and completely portray the material resources of the school, thus providing factual information useful for making evaluations.

The use of the report form requires five letters:

A	Provision or condition is made extensively.
B	Provision or condition is made to moderate extent.
C	Provision or condition is very limited.
M	Provision or condition is missing.
N	Provision or condition does not apply.

When an item contains statements such as "Participation is required of all students. . ." or All teachers must. . ." the intention is to indicate the upper limit for those items. It is not implied that the provision must be present to the full extent stated in order to use the rating"A".

Material Resources

(B) 1. The building is situated on the site so that it provides an attractive appearance.

(A) 2. The exterior of the building is free from ornamentation and/or architectural features which may deter from a pleasing appearance.

(A) 3. The interior of the building is free from ornamentation and/or architectural features which may deter from a pleasing appearance.

(B) 4. The building is situated on the site so that efficient use of the total area is maintained.

(A) 5. The over-all building structure is fabricated with durable and fire-resistant material.

(M) 6. The building's design and construction are such that changes can be readily made in classroom size and arrangement.

(A) 7. All exits are clearly marked and readily accessable.

(B) 8. All areas used by students and school personnel are appropriately illuminated at all times with easy access to control switches.

(C) 9. The walls, ceilings, and trim are painted or paneled so as to contribute to an attractive interior as well as to provide adequate illumination.

(N) 10. If school activities are carried on in a number of buildings, provisions are made for the protection of students against inclement weather or dangerous conditions while going from one building to another.

Material Resources (continued)

(C) 11. The usual appearance of the interior of the building is such that it stimulates and encourages student and staff cooperation in its maintenance.

(C) 12. The usual appearance of the exterior of the building is such that it stimulates and encourages student and staff cooperation in its maintenance.

(C) 13. Ventilation facilities ensure a sufficient supply of clean air and proper circulation in all parts of the building.

(C) 14. The heating system is sufficient to maintain all rooms at an even temperature when the temperature outside is low enough to require the heating of rooms.

(B) 15. Toilet and lavatory facilities are conveniently accessible and sanitarily maintained.

(B) 16. Sanitary drinking fountains are provided in sufficient number and in locations that meet the needs of the students and staff.

(C) 17. The school plant's design and construction provide for easy, efficient, and economical maintenance procedures.

(A) 18. The building contains a variety of special purpose rooms such as a library or instructional materials center, an auditorium, gymnasium, science labs, industrial arts shops, arts and crafts rooms, and a lunchroom.

(C) 19. Existing classrooms provide sufficient area to accommodate current class enrollments and the curricular and extra-curricular programs.

(C) 20. The general layout and arrangement of classrooms provide for adaptation of instruction to a variety of learning activities.

Material Resources (continued)

(A) 21. Office space is provided for administrative and guidance personnel.

(C) 22. The library or instructional materials center has yearly acquisitions of books, periodicals, newspapers, and phamphlets.

(C) 23. The library or instructional materials center has yearly acquisitions of motion pictures, filmstrips, recordings, audio tapes, and video tapes.

(C) 24. The library or instructional materials center has yearly acquisitions of professional books, periodicals, newspapers, and phamphlets for the teaching and administrative staff.

(C) 25. The library or instructional materials center has yearly acquisitions of transparencies, realia, models, and multimedia kits.

(C) 26. Available in this building are motion picture projectors (16mm and 8mm) either the conventional type or the loop type.

(C) 27. Available in this building are slide projectors both 2"x2" and 3¼"x4" sizes.

(M) 28. Available in this building are commerical band radios, both AM and FM, and television sets.

(M) 29. Available in this building is video tape equipment including a tape deck, camera, microphone, and monitor(s).

(C) 30. Available in this building are variable speed record players.

(C) 31. Available in this building are audio tape recorders, both the cassett type and the reel to reel type.

Material Resources (continued)

(C) 32. Available in this building are opaque projectors.

(C) 33. Available in this building are overhead projectors.

(C) 34. Available in this building are filmstrip previewers.

(C) 35. Available in this building are projection screens both the wall type and the portable type.

(C) 36. Available in this building are appropriate stands for the utilization of available equipment.

(C) 37. Available in this school is equipment for the production of graphic and photographic materials.

(B) 38. Offices are equipped with needed typewriters, files, desks and chairs, and other office equipment.

(A) 39. Located in the building and available to the staff is a mimeograph machine, a ditto machine, and a copying machine (i.e., Thermofax).

(C) 40. Located in the building and available to the staff is equipment which enable them to produce transparencies and to make color lifts.

(C) 41. First-aid equipment and supplies are available.

(C) 42. Teachers have ready access to materials and supplies (chalk, erasers, paper, staplers, paper clips, etc.) in order to sustain day-to-day operation.

(B) 43. There is a materials and supplies store in the building to meet the demands of usage of reproduction equipment.

Material Resources (continued)

(N) 44. The building contains the specialized equipment and supplies required for the agriculture program.

(C) 45. The building contains the specialized equipment and supplies required for the art (including crafts) programs, such as artist paints, modeling clay, and wood carving tools.

(C) 46. The building contains the specialized equipment and supplies required for the driver education program such as models, mock-ups, and trainers.

(C) 47. The building contains the specialized equipment and supplies required for the English program such as a language laboratory, models and pictures.

(B) 48. The building contains the specialized equipment and supplies required for the business education program, such as typewriters and caculators.

(C) 49. The building contains the specialized equipment and supplies required for the foreign language program, such as a language laboratory, models, and realia.

(B) 50. The building contains the specialized equipment and supplies required for the home economics program, such as food and clothing preparation equipment.

(B) 51. The building contains the specialized equipment and supplies required for the industrial arts program, such as power tools, lathes, and hand tools.

(C) 52. The building contains the specialized equipment and supplies required for the mathematics program, such as models, surveying equipment, and various types of graph paper.

Material Resources (continued)

(C) 53. The building contains the specialized equipment and supplies required for the music program both instrumental and vocal.

(B) 54. The building contains the specialized equipment and supplies required for the physical education program for boys and girls.

(B) 55. The building contains the specialized equipment and supplies required for the science program.

(C) 56. The building contains the specialized equipment and supplies required for the social studies program.

(A) 57. Buses or other vehicles are provided for transportation of those students needing such service.

(A) 58. All buses or other vehicles meet legal standards for the transportation of students.

(A) 59. All buses or other pupil transportation vehicles are maintained in effective and safe operating condition.

(C) 60. All pupil transportation vehicles are inspected daily and maintained in sanitary condition.

(M) 61. Appropriate tools are provided for drivers to enable them to make minor repairs.

(B) 62. There is ample staff and student parking facilities adjacent to the school building.

(B) 63. Intramural athletic fields are located on the same acreage as the school building.

(M) 64. Interscholastic athletic fields are located on the same acreage as is the school building.

Material Resources (continued)

(M) 65. The building contains an intercommunications system connecting the main office to all parts of the building.

(C) 66. The building contains the specialized equipment and supplies required for theatrical productions, such as spot lights, and various types of staging.

Material Resources Component

The following are important features or procedures particular to this school which have not been covered in this section and which merit consideration.

APPENDIX K

SECTION IX

INTERVIEW SUMMARY

(Note: The following is a summary of an interview with the Community High School Principal.)

The interview with the principal lasted for about 30 minutes. It was structured so that the principal responded to questions which had been prepared prior to the interview. The principal responded to the questions in the following manner.

Question(s): What things are taken into consideration when teachers are employed for this school? And, once employed, what things are taken into consideration when assignments are made?

Principal's Response: The only real things considered when teachers are employed for this school are: (1) that they have a baccalaureate degree; and (2) are trained in a teaching field which will fill a vacancy that we have. We don't particularly look for teachers with master's degrees and experience. Out success at recruiting these kinds of teachers has been almost nil for some reason or other. Too, at least it has been our experience, that experienced people seem to take so long to make up their mind about taking a position. Then when they do decide, it seems that they always decide not to take the job and we end up the last minute hiring the first licensed person we run across. (At this point the principal related a story about a math teacher they hired at the last minute several years ago who was asked to resign toward the end of the first semester because she was having delusions. His point was apparently that hiring teachers at the last minute was an unsatisfactory way to employ teachers.)

As for what kinds of things are taken into consideration when teaching assignments are made -- well, nothing really once the teacher is employed. They know what they were hired to teach when they sign their contract. We don't say, "You are an English teacher, what grade level(s) would you like to teach?" We have vacancies and we hire teachers to fill them.

Question(s): What would you say is the attitude of the professional staff about working in this school? Why is it, do you think, that they have this attitude?

Principal's Response: On the whole, I think the attitude of the teachers and other professional staff is pretty good. Of course, we have our little problems, but what school doesn't? When you have some 60 professionals working in a building, you're bound to have some disagreements between staff members. We just let those teachers who have interpersonal relationship problems alone to work out their own problems.

Why does the staff have a pretty good attitude? Well, they have decent facilities to work in; the salary schedule is better than average; and lastly, I don't get too many complaints from the staff about working in this school.

Question(s): What efforts are made to relate the work of the school to its patrons and those who in one way or another financially support it? Do members of your staff actively participate in various civic and professional organizations? Do citizens try to bring pressure on the school to effect changes? How are these pressures handled?

Principal's Response We try to relate to the taxpayers by announcing all school board meetings in the local newspaper. We announce the meeting one week in advance so that everyone who wants to come to the meeting can. These meetings are the best place for tax-payers to go in order to get a complete picture of what is going on at the school. Besides getting information, they also have the opportunity to ask questions and state opinions. Of course, not too many people take advantage of this opportunity, but they can if they want. In addition to the school board meetings, the local newspaper does a pretty good job of covering student-centered events. They have a regular feature on the sports page called "School Sports" and, when the need arises, the newspaper will carry articles on upcoming plays and concerts.

Another thing that is done to get the parents to know the school better is that we hold an open house in conjunction with a PTA meeting. During the open house, parents of our students visit their child's classes and meet the child's teachers. It is one of the biggest PTA meetings of the year, at least from the standpoint of attendance. And, I am sure you could guess, the greatest share of those people attending are parents of freshmen students.

I can't really tell you how many of our staff actively participate in civic and professional organizations. I'm a member of the Lions Club as is our athletic director and one of our Art teachers. Let me see, who else -- oh yes, I understand that Mrs. Hauser was state secretary for the ISTA about ten years ago. That's about the extent of it, as far as I know.

The School Board doesn't push this kind of thing. They feel that a teacher doing his or her job is too busy to be very active in organizational work. Then too, not pushing teachers to be active in organizational work may avoid some problems that could arise depending, of course, upon what organization the teacher was active in -- you know what I mean!

Pressure on the school -- the biggest pressure is to maintain the status quo. I get the feeling that most of the citizens want the school to be run and handled the way it was when they were in school. They don't seem to be interested in the school implementing new curricula and new methods. (At this point, Mr. Bunker reviewed a conversation he had had last year with a parent of one of the senior students. The parent said that if the school stuck to teaching the 3 R's, it would do its best job in preparing students for adulthood.)

What was the last part of the question, oh yes -- how do we handle making changes. If we want to make any changes in the school, we just temper them to the point where they are palatable by the community and students. Changes are made very gradually, here, very gradually.

Question(s): How does this school go about giving group and individual recognition to its teachers and students?

Principal's Response

Well, students have the opportunity to participate in various interscholastic athletic activities. The boys playing get individual recognition and the student body as a group, as well as subgroups within the student body, achieves group recognition, particularly when we have winning teams. Of course, there are numerous clubs and organizations students can join to get recognition if that is what they want. Personally, I believe that recognition is tied to effort. So, the more effort a student here wants to put out the more recognition he can get. We have many students who do make great efforts and we are proud of them for it.

I have an "open door" policy for my office so teachers can come in to talk to me at any time. And, for the most part, they do. I try to give teachers my personal attention in solving their problems. I think that most of them realize I try to do this and appreciate it. I don't know how successful I have been but I'm sure that if you ask the teachers, you could find out. And when we have faculty meetings, I always try to compliment a number of teachers on the fine achievements some of their students have attained.

Last year I tried to ge an administrative advisory council going, but I wasn't very successful. Some of the teachers didn't like who was elected to the council and caused a big fuss. Things got so heated around here that everyone felt that it would be best to forget about the council for the time being. It hasn't been discussed by the teachers since.

Other than giving that kind of recognition to the teachers, I can't think of anything else. Do you have any more questions?

Question(s):

What would you say is the attitude of the staff toward what some might call "red tape"? Do you think the staff finds it 'sticky" or does it find it "workable"? In either case, why?

Principal's Response:

Any organization is going to have "red tape" and the people in the organization are going to complain about it. So, we get our share of complaints. Most of the staff, I think, feels that the red tape is bearable and work within its limitations. I have a few teachers who repeatedly send students down town to pick up special items they need without going through the requisitioning procedure. I'll convert them yet.

I try to keep my requests for reports to a minimum so I don't suppose our teachers turn in more than one extra report a month. Their regular reports consist of (1) mid-marking period D and F reports to the counselor and slips sent home to parents, (2) F notices mailed to parents at the end of the week prior to the last week of the marking period, (3) grading period honor roll list sent to my office, and (4) a few other reports of that nature. They are just the reports that are part and parcel of teaching. Really nothing more.

Question(s): In almost any group of people and probably more so with a group of teachers, there are typically several individuals in the group who have had a variety of unique and interesting experiences. Would you tell me some ancedotes about individuals on your staff who you think have interesting backgrounds?

Principal's Response: An interesting thing that I heard just the other day was that Mr. Wellman, one of our math teachers, was the State of Indiana baton twirling champion when he was a junior in high school. He was a finalist in the national baton twirling contest and finished second. Mr. Wellman said he and the first place winner toured the United States during the summer between his junior and senior years giving demonstrations. He said he thought it was one of the most exciting and interesting summers of his life. I was quite surprised when I heard this story about Mr. Wellman. We have talked together many, many times and he never even as much as alluded to his baton twirling experiences.

Let me see, who else had had an interesting background? Oh yes, our band director, Don Gerig. When Don was in the service, he played in the Army band stationed in Washington, D.C. that was assigned to the White House. He said that he had the opportunity to see a great many world figures. Don tells some great stories about his experiences in the Army band. He would have made a good social studies teacher.

And then there is Tom Agler who spent three weeks on Chicago's Skid Row. He went to collect information for a paper he was writing for a sociology course. I can hardly believe some of the stories he tells about his experiences there. (At this point Mr. Bunker reiterated for the interviewer one of the stories Mr. Agler had told about his stay on Skid Row.)

I can't think of any uniquely interesting experiences other members of our staff have had right now. If you would like, and if we have enough time, I would like to come back to this topic later.

Question(s): A well-worn statement credited to most all teachers is, "You give me all the instructional materials, supplies and equipment I can use, and I'll give you the best instruction you can get." Is this the kind of statement teachers in this building would make? How do the teachers feel about the quantity and quality of the instructional materials and equipment at their disposal? What are some of the problems relating to instructional materials and equipment that are brought to you by your faculty?

Principal's Response: Typically, I would say our teachers would not make that kind of statement. We have a couple of teachers on the staff to whom I could attribute that statement, but that's all. We have a couple of movie projectors, several overhead projectors, one opaque projector and several other pieces of A-V equipment. I showed you the teachers' work room and you saw in there the mimeograph and ditto machines the staff has available for its use. It is all fine equipment and kept in good repair.

I have had a number of conflicts in scheduling the movie projectors since I have been principal here, so we will probably get another one this year. Several of the teachers think we should purchase three more, but I think one is enough for the time being.

A piece of equipment that is being talked about quite a bit around here is the video tape recorder. I have had five or six teachers suggest the school purchase one. I'm checking into it -- they're expensive aren't they?

Question(s): If your faculty had the opportunity to rebuild or remodel this building to suit their personal and pedagogical needs, what do you think they would do? What changes would they make?

Principal's Response: It goes almost without saying that most of the teachers would like to work in a new building that is completly climate controlled, carpeted, tastefully painted and appointed, you know, the works. Unfortunately, a new building like that is not in the picture for us. I'm sure that this is what the teachers would want if they could have this building replaced. All this of course, is assuming that there are no barriers, financial or otherwise.

If you limit the revamping to the remodeling of this building, I would say the teachers would replace the dark floor tiles, lower and install acoustical ceilings, and replace the incandescent lighting with flourescent lighting. You saw what the 1939 addition looked like.

A number of the staff have indicated when the school interior was to be painted again that the rooms be painted different colors. Apparently the last principal liked light green, so all of the rooms were painted that color.

The teachers assigned to the classrooms that become the cafeteria at lunch time would like to see, I am sure, something more permanent for their teaching station. So they would recommend two additional classrooms be built.

Teachers would like to put window air conditioning units in the classrooms. And I am sure the science teachers would recommend a better setup for their laboratories, including the installation of an acoustical ceiling and flouresecent lighting.

Does that give you enough of a picture of what the teachers would have done if they would have the building rebuilt or remodeled?

Question(s): What kinds of things do the students say about the courses and activities available to them at this school? Are the courses too hard or too easy; are they diverse enough to meet the expressed needs of the students? Do the students feel they are getting what they need to be competitive for college admission, for entry into employment or whatever? Do the students feel they are intellectually and physically challenged by the courses and activities available to them? Do they feel that the program offered allows them to have unthwarted academic curiosity?

Principal's Response: Well, the comments from students fall into three categories. First, is that group of students who do well academically, have a lot of energy, and are enthusiastic about school and school work. Most of this group of students would like for us to offer more advanced courses. We have several advanced courses as you will see in the handbook. Being the more intelligent group of students and probably the most energetic, they have a lot of interests and have suggested that we ought to start a coin club and other clubs of that nature. I haven't followed through on their suggestions because I hate to saddle our teachers with more clubs to sponsor.

The second group of students are those students who I think would be classified as average. They just plod along doing their best. I don't hear much from this group, so what we offer must suit them. This tells me, then, that we are meeting the needs of two-thirds of our students and I don't think that is too bad.

The third category would be filled by the poor student - those kids that just don't or can't do well in school. Some of these kids have a lot of energy but they don't seem to be using it to their best advantage. (At this juncture Mr. Bunker illustrated his point by relating several stories about discipline cases he had handled recently.) Some of the more vocal students in this group have told me, the counselor, and their teachers that the reason they do so poorly at school is that the courses they have to take are too hard, dumb, and a waste of time. Some of these kids "affectionately" refer to the school as "Community State

Penitentiary." I'm sure they must refer to me as Warden Bunker. These kinds of kids will always be around, they're in every school. We try to work with them but it seems that every step forward we make with and for them, we fall back two. It is a gruelling process, you can be assured.

In summing it up, I think the biggest majority of the student body feels that they get a good education here, that they are challenged intellectually and physically, and that there are enough activities to satisfy their extracurricular interests.

REC'D OCT 25 1967

APPENDIX L

MIDWEST ADMINISTRATION CENTER
THE UNIVERSITY OF CHICAGO
5835 KIMBARK AVENUE
CHICAGO · ILLINOIS 60637

October 23, 1967

Dr. William R. Wright
Assistant Director
Wabash Valley Education Center
500 By Pass 52 - West
University Square
West Lafayette, Indiana 47906

Dear Dr. Wright:

Permission to use the OCDQ is granted, with the stipulation that proper credits be entered and that no revisions are made without the author's permission.

Sincerely,

D. Gene Watson

D. Gene Watson
Staff Associate

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THE MACMILLAN COMPANY
A SUBSIDIARY OF CROWELL COLLIER AND MACMILLAN, INC.
866 Third Avenue, New York, N. Y. 10022

Rec. 12/18/67

Date: December 13, 1967

Mr. William R. Wright
Wabash Valley Education Center
500 By Pass 52 - West
University Square
West Lafayette, Indiana 47906

Dear Mr. Wright: **Re:** Your letter of September 27, 1967

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Agnes Moran

(Mrs.) Agnes Moran
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SYRACUSE UNIVERSITY
PSYCHOLOGICAL RESEARCH CENTER | SYRACUSE, NEW YORK 13210

COUNSELING -- 125 COLLEGE PLACE 476-5541 EXT. 2335
EVALUATION -- SIMS IV, ROOM 216 476-5541 EXT. 2295
TESTING -- SIMS IV, ROOM 102 476-5541 EXT. 2707

November 13, 1968

Mr. William R. Wright
Assistant Director
Wabash Valley Education Center
500 By Pass 52-West
University Square
West Lafayette, Indiana 47906

Dear Mr. Wright:

We regret the delay in answering your letter of August 28th but pressures of a publication deadline have delayed our correspondence.

Copyright restrictions on the High School Characteristics Index will not allow the reproduction of any items from it in a shortened or revised version since this action places the entire instrument in the public domain. If you want to administer the HSCI and only score selected items from it, there is no problem involved.

If you have any further questions, please call me at 476-5541, Ext. 2295.

Sincerely,

George G. Stern

GGS:ATM

APPENDIX M

Table M-1

SUMMARY OF STUDENT RESPONSES TO THE HIGH SCHOOL PRESS INDEX BY SCHOOL RAW SCORE DATA

School	Grade Level	Number of Students	Total Raw Score	Mean Raw Score
51	9	12	-172	-14.33
	10	12	-133	-11.08
	11	13	30	2.31
	12	13	-158	-12.15
Totals		50	-433	- 8.66
52	9	14	-228	-16.29
	10	12	- 81	- 6.75
	11	11	- 93	- 8.45
	12	14	12	.86
Totals		51	-390	- 7.65
53	9	0	0	.00
	10	16	-215	-13.44
	11	17	-101	- 5.94
	12	14	- 22	- 1.57
Totals		47	-338	- 7.19
54	9	15	- 54	- 3.60
	10	15	34	2.27
	11	13	98	7.54
	12	7	122	17.43
Totals		50	200	4.00
55	9	0	0	.00
	10	20	-112	- 5.60
	11	11	-248	-22.55
	12	14	- 77	- 5.50
Totals		45	-437	- 9.71
56	9	21	-243	-11.57
	10	13	-242	-18.62
	11	7	- 64	- 9.14
	12	10	-277	-27.70
Totals		51	-826	-16.20

8

Table M-1 (cont'd)

School	Grade Level	Number of Students	Total Raw Score	Mean Raw Score
57	9	13	40	3.08
	10	13	30	2.31
	11	13	81	6.23
	12	12	77	6.42
Totals		51	228	4.47
58	9	19	127	6.68
	10	11	210	19.09
	11	0	0	.00
	12	19	53	2.79
Totals		49	390	7.96
59	9	12	84	7.00
	10	15	-200	-13.33
	11	13	- 72	- 5.54
	12	14	- 69	- 4.93
Totals		54	-257	- 4.76
60	9	0	0	.00
	10	17	111	6.53
	11	17	-196	-11.53
	12	16	-134	- 8.38
Totals		50	-219	- 4.38
61	9	13	-288	-22.15
	10	13	-120	- 9.23
	11	11	-138	-12.55
	12	13	-116	- 8.92
Totals		50	-662	-13.24
62	9	10	-138	-13.80
	10	11	- 62	- 5.64
	11	20	-170	- 8.50
	12	9	- 35	- 3.89
Totals		50	-405	- 8.10
63	9	3	72	-24.00
	10	13	-214	-16.46
	11	4	- 32	- 8.00
	12	24	-347	-14.46
Totals		44	-665	-15.11

Table M-1 (cont'd)

School	Grade Level	Number of Students	Total Raw Score	Mean Raw Score
64	9	15	-264	-17.60
	10	14	-218	-15.57
	11	12	- 42	- 3.50
	12	10	-140	-14.00
Totals		51	-664	-13.02
65	9	0	0	.00
	10	18	120	6.67
	11	17	128	7.53
	12	16	6	.38
Totals		51	254	4.98
66	9	3	24	8.00
	10	17	- 41	- 2.41
	11	13	-200	-15.38
	12	17	- 98	- 5.76
Totals		50	-315	- 6.30
67	9	14	- 68	- 4.86
	10	11	16	1.45
	11	12	-169	-14.08
	12	8	-141	-17.62
Totals		45	-362	- 8.04
68	9	14	-130	- 9.29
	10	12	-164	-13.67
	11	9	-195	-21.67
	12	14	-120	- 8.57
Totals		49	-609	-12.43

APPENDIX N

Table N-1

MEAN RAW SCORES FOR OCDQ SUBTESTS THRUST, ESPRIT, AND DISENGAGEMENT AND SCHOOL CLIMATE SCORE

School	Mean Thrust	Mean Esprit	Mean Disengagement	Climate
51	24.240	23.840	19.160	32.920
52	30.371	25.714	17.143	38.943
53	27.548	27.032	15.871	38.710
54	25.111	26.037	19.148	32.000
55	24.500	27.962	15.846	36.615
56	25.105	25.816	16.184	34.737
57	20.324	23.824	21.265	22.882
58	22.881	25.190	17.333	30.738
59	29.500	28.031	16.656	40.875
60	20.300	23.450	16.850	26.900
61	26.410	27.282	17.462	36.231
62	28.914	28.086	16.171	40.829
63	26.087	25.913	15.696	36.304
64	28.048	29.095	15.905	41.238
65	25.622	24.676	18.189	32.108
66	23.130	22.217	19.783	25.565
67	26.776	28.143	15.980	38.939
68	23.541	23.297	21.081	25.757

APPENDIX O

Table O-1

SCHOOL 51 ANALYSIS OF VARIANCE

Source of Variation	SS	df	MS	F
Grade	2179.1751	3	726.3917	.9977 N.S.
Error	33,488.0449	46	728.0010	
Total	35,667.2200	49		

$F_{.99}(3,45) = 4.24$

$F_{.95}(3,45) = 2.81$

Table O-2

SCHOOL 52 ANALYSIS OF VARIANCE

Source of Variation	SS	df	MS	F
Grade	2,074.0983	3	691.3661	1.3798 N.S.
Error	23,549.5488	47	501.0542	
Total	25,623.6471	50		

$F_{.99}(3,47) = 4.22$

$F_{.95}(3,47) = 2.80$

Table O-3

SCHOOL 53
ANALYSIS OF VARIANCE

Source of Variation	SS	df	MS	F
Grade	1,092.9693	2	546.4846	.9030 N.S.
Error	26,626.3073	44	605.1433	
Total	27,719.2766	46		

$F_{.95}(2,44) = 3.21$
$F_{.99}(2,44) = 5.12$

Table O-4

SCHOOL 54
ANALYSIS OF VARIANCE

Source of Variation	SS	df	MS	F
Grade	2,336.5216	3	778.8405	1.3468 N.S.
Error	26,599.4784	46	578.2495	
Total	28,936.0000	49		

$F_{.99}(3,46) = 2.81$
$F_{.95}(3,46) = 4.24$

Table O-5

SCHOOL 55
ANALYSIS OF VARIANCE

Source of Variation	SS	df	MS	F
Grade	2,398.2172	2	1199.1086	2.248 N.S.
Error	22,399.0273	42	533.3100	
Total	24,797.2445	44		

$F_{.99}(2,42) = 5.15$
$F_{.95}(2,42) = 3.22$

Table O-6

SCHOOL 56
ANALYSIS OF VARIANCE

Source of Variation	SS	df	MS	F
Grade	2,196.8622	3	732.2874	1.3209 N.S.
Error	26,054.1770	47	554.3442	
Total	28,251.0392	50		

$F_{.99}(3,47) = 4.22$

$F_{.95}(3,47) = 2.80$

Table O-7

SCHOOL 57
ANALYSIS OF VARIANCE

Source of Variation	SS	df	MS	F
Grade	171.7892	3	57.2631	.0772 N.S.
Error	34,834.9167	47	741.1684	
Total	35,006.7059	50		

$F_{.99}(3,47) = 4.22$

$F_{.95}(3,47) = 2.80$

Table O-8

SCHOOL 58
ANALYSIS OF VARIANCE

Source of Variation	SS	df	MS	F
Grade	1,901.7461	2	950.8730	2.6725 N.S.
Error	16,722.1723	47	355.7909	
Total	18,623.9184	49		

$F_{.99}(2,48) = 5.08$

$F_{.95}(2,48) = 3.19$

Table O-9

SCHOOL 59
ANALYSIS OF VARIANCE

Source of Variation	SS	df	MS	F
Grade	2,770.3776	3	923.4592	1.8318 N.S.
Error	25,205.4928	50	504.1095	
Total	27,975.8704	53		

$F_{.99}(3,50) = 4.20$
$F_{.95}(3,50) = 2.79$

Table O-10

SCHOOL 60
ANALYSIS OF VARIANCE

Source of Variation	SS	df	MS	F
Grade	3,147.5594	2	1573.7797	2.3040 N.S.
Error	32.090.2206	47	682.7706	
Total	35,237.7800	49		

$F_{.95}(2,47) = 3.19$
$F_{.99}(2,47) = 5.09$

Table O-11

SCHOOL 61
ANALYSIS OF VARIANCE

Source of Variation	SS	df	MS	F
Grade	1,489.4696	3	496.4899	.6806 N.S.
Error	33,509.6504	46	729.4707	
Total	34,999.1200	49		

$F_{.95}(3,46) = 2.81$
$F_{.99}(3,46) = 4.24$

Table O-12

SCHOOL 62
ANALYSIS OF VARIANCE

Source of Variation	SS	df	MS	F
Grade	554.4656	3	184.8219	.2082 N.S.
Error	40,820.0344	46	887.3920	
Total	41,374.5000	49		

$F_{.95}(3,46) = 2.81$

$F_{.99}(3,46) = 4.24$

Table O-13

SCHOOL 63
ANALYSIS OF VARIANCE

Source of Variation	SS	df	MS	F
Grade	473.2427	3	157.7476	.3282 N.S.
Error	19,225.1891	40	480.6297	
Total	19,698.4318	43		

$F_{.99}(3,40) = 4.31$

$F_{.95}(3,40) = 2.84$

Table O-14

SCHOOL 64
ANALYSIS OF VARIANCE

Source of Variation	SS	df	MS	F
Grade	1,357.2851	3	452.4284	.7452 N.S.
Error	28,533.6953	47	607.0999	
Total	29,890.9804	50		

$F_{.99}(3, 47) = 4.22$

$F_{.95}(3, 47) = 2.80$

Table O-15
SCHOOL 65
ANALYSIS OF VARIANCE

Source of Variation	SS	df	MS	F
Grade	500.9951	2	250.4975	.6809 N.S.
Error	17,657.9853	48		
Total	18,158.9804	50		

$F_{.95}(2,48) = 3.19$

$F_{.99}(2,48) = 5.08$

Table O-16
SCHOOL 66
ANALYSIS OF VARIANCE

Source of Variation	SS	df	MS	F
Grade	1,948.2466	3	649.4155	1.1781 N.S.
Error	25,356.2534	46	551.2229	
Total	27,304.5000	49		

$F_{.95}(3,46) = 2.81$

$F_{.99}(3,46) = 4.24$

Table O-17
SCHOOL 67
ANALYSIS OF VARIANCE

Source of Variation	SS	df	MS	F
Grade	2,306.6778	3	768.8926	1.8361 N.S.
Error	17,169.2333	41	418.7618	
Total	19,475.9111	44		

$F_{.95}(3,42) = 2.83$

$F_{.99}(3,42) = 4.29$

Table O-18

SCHOOL 68
ANALYSIS OF VARIANCE

Source of Variance	SS	df	MS	F
Grade	1,133.0475	3	377.6825	.6901 N.S.
Error	24,624.9525	45	547.2212	
Total	25,758.0000	48		

$F_{.99}(3,45) = 4.24$

$F_{.95}(3,45) = 2.81$

SCHOOLS USED IN PILOT STUDY

School Designation	School
First Large High School	Crawfordsville High School 201 E. Jefferson St. Crawfordsville, Indiana 47933
Second Large High School	Logansport High School 1301 E. Broadway Logansport, Indiana 46947
Small High School	New Ross High School New Ross, Indiana 47968

SCHOOLS USED IN MAJOR STUDY

51	Carroll High School R.R. 1 Flora, Indiana 46929
52	Clinton High School 358 Mulberry St. Clinton, Indiana 47842
53	Frankfort Senior High School One Maish Road Frankfort, Indiana 46041
54	Hamilton Heights High School Arcadia, Indiana 46030
55	Lebanon Senior High School Essex Drive Lebanon, Indiana 46052
56	Lewis Cass Junior-Senior H.S. Box 410 Walton, Indiana 46994
57	Maconaquah High School R.R. 1 Bunker Hill, Indiana 46914
58	Noblesville High School 300 N. 17th Street Noblesville, Indiana 46060
59	Oak Hill High School R.R. 1 Converse, Indiana 46919

School Designation	School
60	Peru High School 62 W. 6th Street Peru, Indiana 46970
61	Rensselaer Central High School Susan Street Rensselaer, Indiana 47978
62	Rochester Community High School Park Road Rochester, Indiana 46975
63	Southwestern High School R.R. 7 Lafayette, Indiana 47905
64	Tipton High School 619 S. Main Street Tipton, Indiana 46072
65	Twin Lakes High School 721 W. Broadway Monticello, Indiana 47960
66	Wainwright High School R.R. 6 Lafayette, Indiana 47905
67	West Lafayette High School Leslie Ave. West Lafayette, Indiana 47906
68	Benton Central R.R. 1 Oxford, Indiana 47971

VITA

Name: William Ronald Wright

Citizenship: United States of America

Place of Birth: Joliet, Illinois

Date of Birth: November 4, 1936

Son of: Clarence C., Sr. and Mary E. Wright

Married to: Roselyn Ann Wise of Fort Wayne, Indiana, daughter of Clarence E. and Vitalis Wise, June 13, 1959

Children: Stephen Louis and David Alan

Education:

Diploma	Joliet Junior College Joliet, Illinois, 1956
B.S.	Illinois State University Normal, Illinois, 1958
M.Ed.	University of Illinois Urbana, Illinois, 1961
Ph.D.	Purdue University Lafayette, Indiana, 1969

Professional Experience:

Teacher, Fairbury-Cropsey High School
Fairbury, Illinois, 1958-1959

Teacher, Carl Sandburg High School
Orland Park, Illinois, 1959-1963

Principal, Grant Park High School
Grant Park, Illinois, 1963-1965

Graduate Assistant, Purdue University
Lafayette, Indiana
University Extension Administration,
1965-1966

Adult Education Specialist
Department of Health, Education and Welfare,
U.S.O.E., Washington, D.C., 1966-1967

Assistant Director, Wabash Valley Education
Center
West Lafayette, Indiana, 1967-1970

Awards:	U.S.O.E. Fellowship, 1966-1967 David Ross Research Grant, Summer 1967 Small Project Research Grant, 1968-1969